

# Welcome to the Block!

Thank you for sharing your classroom with us this semester.

Early Learner Block includes preschool & Kindergarten placements

## What is the Early Learner Block?

The EL Block encompasses coursework specific to early childhood education, during the Junior semester at UCM. Three courses comprise the block:

ECEL 3830: Curriculum and Assessment

ECEL 3850: Development and Learning through Play

ECEL 3150 Early Childhood Practicum

Dr. Karlie Solder, [solder@ucmo.edu](mailto:solder@ucmo.edu) and Dr. Abby Volmer, [volmer@ucmo.edu](mailto:volmer@ucmo.edu) (Lee's Summit Missouri Innovation Campus)

Dr. Natalie Tye, [nty@ucmo.edu](mailto:nty@ucmo.edu) (Warrensburg Campus)

# What this document includes

Practicum calendar information

Course assignments

Field expectations for teacher candidates

Helpful hints as you host our TCs

What our TCs can do in your classroom

UCM contact information

# Course calendar

Teacher candidates (TCs) will be in your building on Wednesdays (Lee's Summit and Grain Valley) and Thursdays (Warrensburg) throughout the semester beginning February 9 and 10 through April 20 and 21.

Their arrival and dismissal are determined by an agreement between you and your assigned TCs (typically 8:15 to 8:30 a.m. until 2:45/3:00 p.m. or dismissal).

\*TCs should arrive just before or after school starts and are dismissed just before or after dismissal

# What our TCs need from you

- Honest feedback: Due to Covid, this is their first field experience
- 2 focus students to work with on small group lessons where they will be able to see growth from their own work with them (Please pre-select these students for our TCs: you know your students best and know who can benefit from additional small group experiences)
- 30-45 minutes each morning and afternoon to implement developed experiences with focus students
- Reflective conversations
- Data discussions: candidates will be collecting data through informal experiences as well as discussions with you

# Course assignments

Major course assignments to be completed during the semester are listed below. For assignment specifics or to see scoring guides, please view the Clinical Handbook (provided through email distribution).

- Disposition and Goal work (midterm and final)
- Teacher-child Lesson Implementation Checklist (UCM supervisor formally observes 3 activity implementations during the semester)
- Integrated Curriculum Plan: This encompasses data collection, analysis, introductory activities, small group experiences (2-4 children) over the semester where TCs learn how to develop meaningful curriculum with young children.
- Analysis of children's play and prop box implementation
- Family Involvement Plan

# Field expectations

We ask that our TCs remember they are guests in your building and should bring good manners, representing UCM well. With that being said, each TC will...

- Sign in at the office each morning, wearing a visitor tag
- Dress professionally (please contact us if a TC is wearing something questionable)
- Assist and support instruction in the classroom rather than distract
- Exercise confidentiality related to their UCM peers, instructors, your building, classroom, teachers, and students.
- Be engaged in the classroom the full day (not sitting at the back of the room completing homework or other non-educational tasks).

# Helpful Hints

We provide each TC an overview of what to expect in their field placement and want to keep positive communication with you throughout their experience. Here are some areas where our TCs tend to struggle in this first junior level placement:

- Where to eat lunch (They are encouraged to eat with the students or with their classroom teacher, but not separately from either)
- The transition into the classroom (They don't want to step on toes but sometimes appear to lack initiative. Please offer jobs they can do to help in the classroom such as assisting children in writing, preparing instructional materials, reading a story to the whole class, etc.
- Effective communication (They will have activities and experiences to implement each time they are in your classroom. Please help them find an appropriate time and location to implement these experiences. They do sign up on a calendar to be observed by university instructors. This time is not about what is best for us but rather what is best for you and your students).

# What can a TC do?

- Implement small group activities (large group takes place senior year)
- Assist with classroom assessments, lesson planning, and family event planning (including the fall party)
- Support transitions in and out of the classroom
- Engage with children on the playground (no standing in one place observing or having side conversations)
- Some co-teaching and work one-on-one with students
- Observe data and planning meetings
- Create bulletin boards
- And other educational opportunities!

# Contact us

Please call, email, or catch us in the hall if you have any questions, comments, or concerns about a teacher candidate, a situation/scenario, assignment, etc. We are so grateful to be in your building and classroom and enjoy speaking with you.

Dr. Karrie Snider, [ksnider@ucmo.edu](mailto:ksnider@ucmo.edu) (Lee's Summit) 816-305-0781

Dr. Natalie Tye, [nty@ucmo.edu](mailto:nty@ucmo.edu) (Warrensburg)

Dr. Abby Volmer [volmer@ucmo.edu](mailto:volmer@ucmo.edu)

University of Central Missouri  
Elementary and Early Childhood Education  
Lovinger 3155  
(660) 543-4235



## UCM Young Learner, Young Learner Field Experience

### Overview of Clinical Block

- Students are enrolled in math, ELA, science, social studies, and field experience
  - Mrs. Angela Gilbert, math (816-838-4353, agilbert@ucmo.edu)
  - Dr. Carla Williams, ELA, (816-716-7886, cnwilliams@ucmo.edu)
  - Mrs. Susan Diekmann, science/SS (816-377-6769, diekmann@ucmo.edu)
- all three faculty members supervise students during the field experience

### Purpose of the Young Learner Field Experience

- We want our junior interns interacting with children. They will be teaching 7 small group lessons and working with you to support your students in the classroom.
  - They have completed hours of observations/not A+ Tutors
  - They are not student teachers/seniors. As juniors this may be their first engagement with students in a classroom setting

### What does field supervision look like?

- Any day that interns are in your building, a faculty member will be present for at least part of the day (morning or afternoon) and faculty members will be in the district all day, available to respond to questions or concerns.
- Q1 faculty move through the classrooms where interns are placed and observe the interns interacting with the children, teaching small group lessons, assisting the classroom teacher, etc. They oversee interns completing assignments in the classroom that are tied to their university coursework.
- Q2 faculty observe as interns teach lessons.

### Calendar

- We have a calendar found in the shared folder. We will be on campus for about 3 weeks, then in the field for 3 weeks, then back on campus for 3 weeks, then out to the field for 4 weeks.
  - The interns will have 15 full days on campus (7 first quarter, 7 second quarter, 1 at the end of the semester).
  - We will be in the field 12 full days (5 first quarter, 7 second quarter).

### How many classrooms?

- We have 41 students. We pair them up for field experience (T/Th). We are using 21 total classrooms, grades 1-3 only.
- Participating teachers must have at least 3 years of classroom experience, good mentor characteristics, ability to "share" classroom
- A new group of interns will participate each semester.

### Logistics (arrival/departure)

- Interns will be driving themselves to the schools. They should arrive 15 minutes before school begins and they will be leaving at 3 PM.
- Interns wear badges when they are in the school building. Each building determines sign-in arrangement for the office.
- Location in office for envelopes (communication among instructors)

## UCM Young Learner, Young Learner Field Experience

- If there is a sub in a classroom with interns
  - This is a great opportunity for our interns to work together to teach part of the day or partner with the sub!
  - We ask that the teacher leave clear instructions so there is no miscommunication about what is expected of the sub and what is expected of the interns. Feel free to leave them responsible for as much as you and they are comfortable with them doing.

### Included in shared folder:

- Semester Calendar
- Field Assignments
- What can the interns do?
- Weekly feedback/observation form – will be sent weekly via a Google Form
- List of teacher candidates and teachers

### Preparing for your UCM Intern:

- ❖ Share your contact information (email and/or phone)
- ❖ Classroom Information
  - # of boys/girls
  - # receiving special services
- ❖ Assign a small group of 4 students to each teacher candidate. They will teach 7 lessons to this small group
- ❖ Copy of class schedule
- ❖ Roster with four assigned students highlighted
- ❖ Copy Code
- ❖ Any other pertinent information
- ❖ building map/building schedule

### Principals:

Work with us to prepare your next staff:

- First day orientation:
  - Introduction
  - sign in
  - building map
  - expectations
  - location for envelopes in office
- If time allows:
  - Mock interviews
  - Observe interns with small groups

### Following Year:

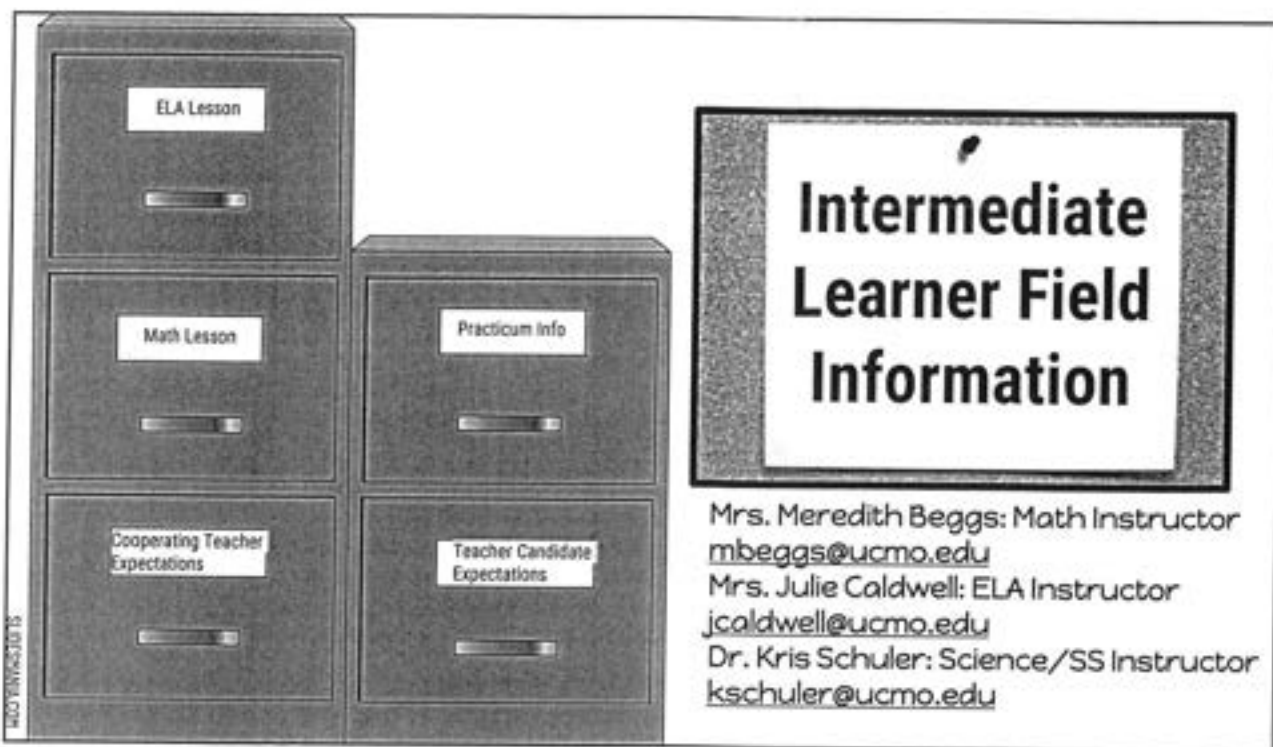
- Senior 1 and student teaching

## Suggestions/Ideas for activities to involve Clinical Pathway Interns

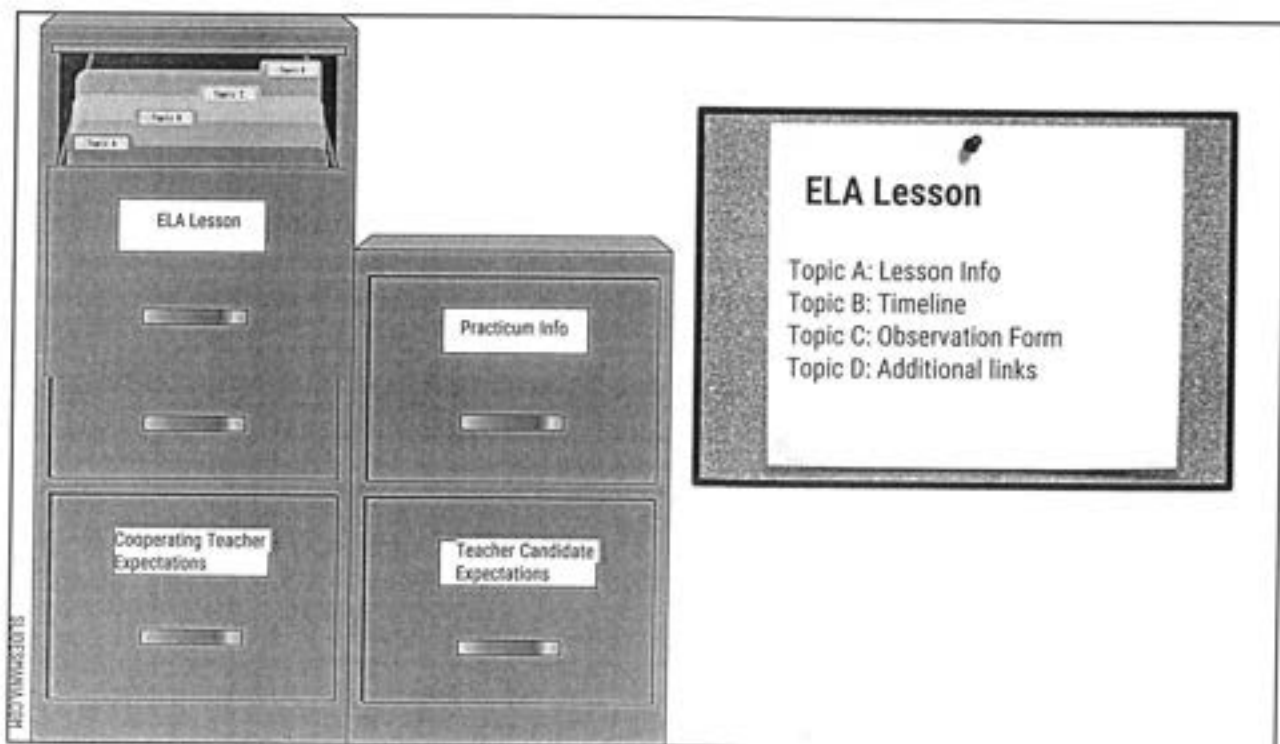
- Meet school personnel
- Draw seating chart with children's names
- Observe classroom procedures
- Assist children: You determine what how much in your classroom
- Help with housekeeping routines
- Accompany children to specials, cafeteria, etc.
- Examine books used in the classroom
- Examine curriculum guides/teacher guides
- Read school handbook
- Know signals for drills and the exits
- Practice handwriting
- Grade papers to determine student understanding/needs
- Observe teacher in large and/or small group lessons
- Become familiar with school and classroom policies concerning discipline and intern's role
- Find out where materials are stored
- Become aware of cafeteria rules and requirements when eating with children/eating at school
- Become acquainted with the quality expected regarding classwork and homework
- Become familiar with technology
- Support students during independent work
- Observe other classes such as Resource, Title 1, etc. as appropriate
- Assist with clerical duties such as attendance reports
- Become familiar with system for reporting attendance, health problems (visit to nurse), lunch count, grades
- Read a book or do opening/circle time
- Assist the mentor teacher with teaching a lesson
- Teach two lessons approved by clinical instructors and mentor teacher
- Teach lessons planned by mentor teacher
- Observe and record anecdotal notes
- Make an appointment if you want to talk with teacher
- Tutor individuals or help with small groups
- Activities that involve intern and give experiences that will prepare for student teaching



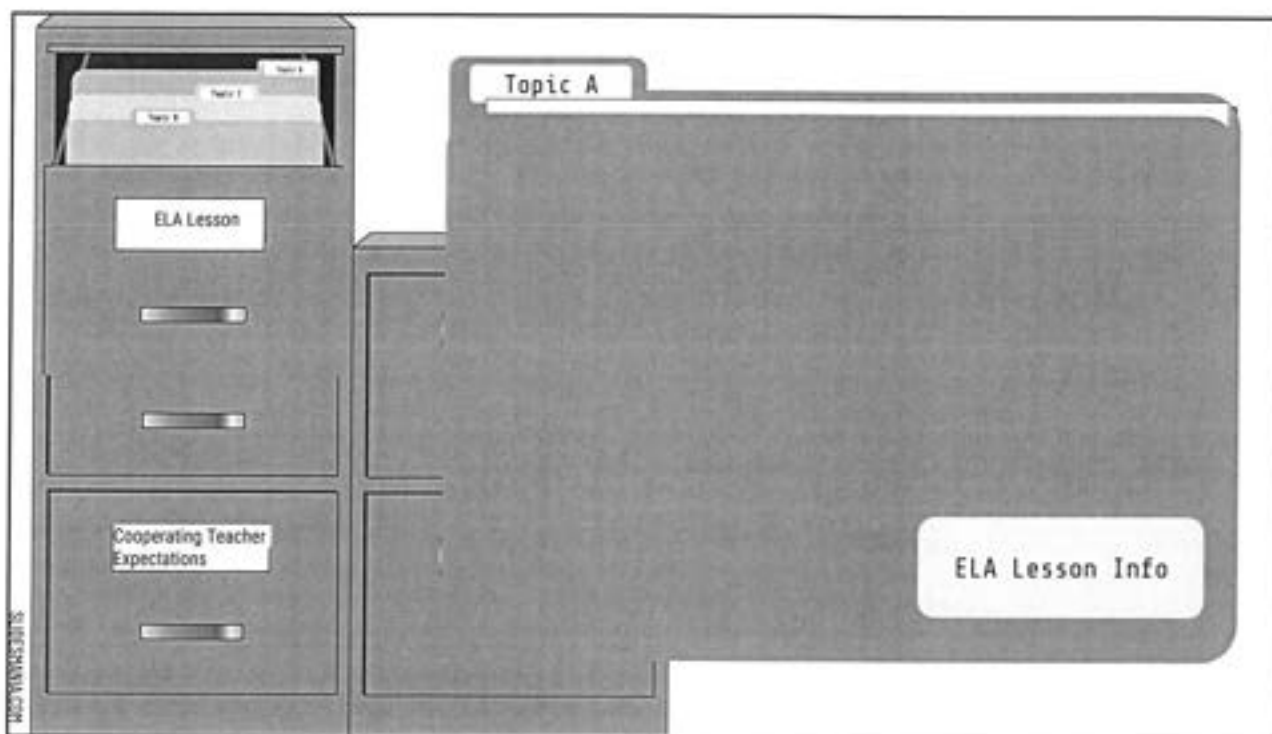
Intermediate Block (Grades 4 – 6)



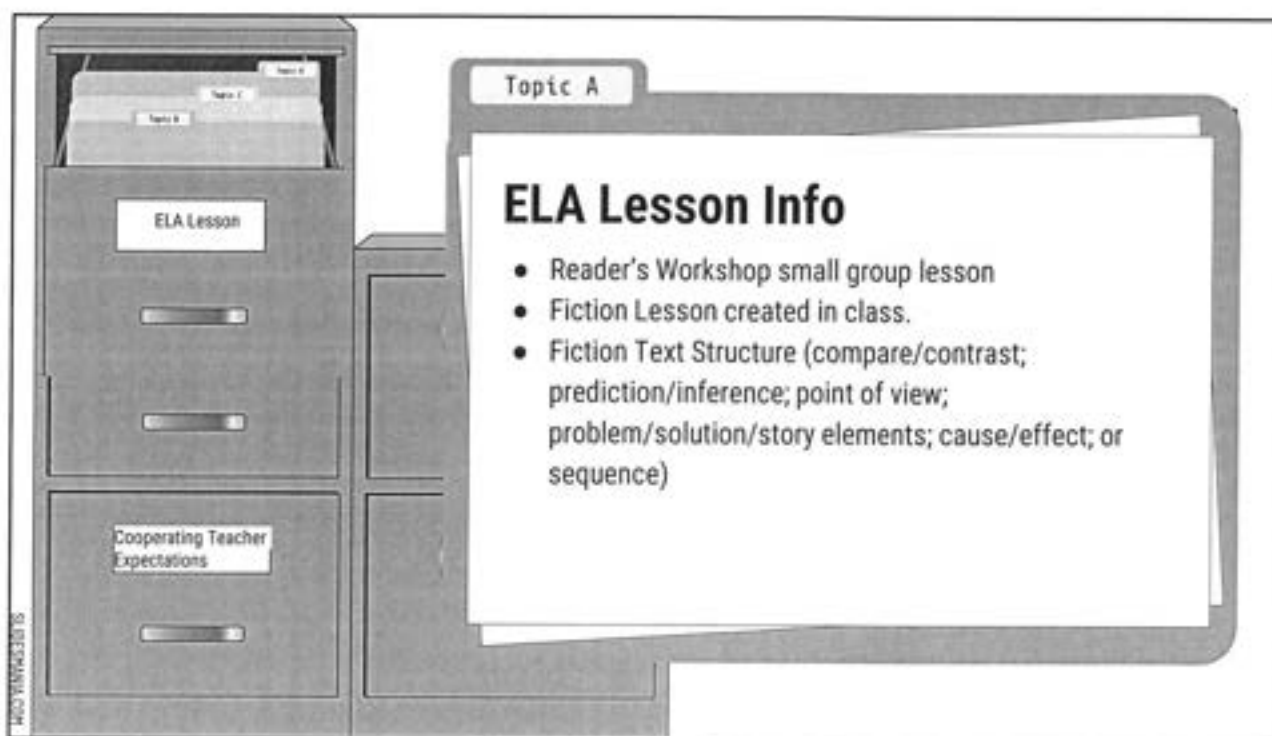
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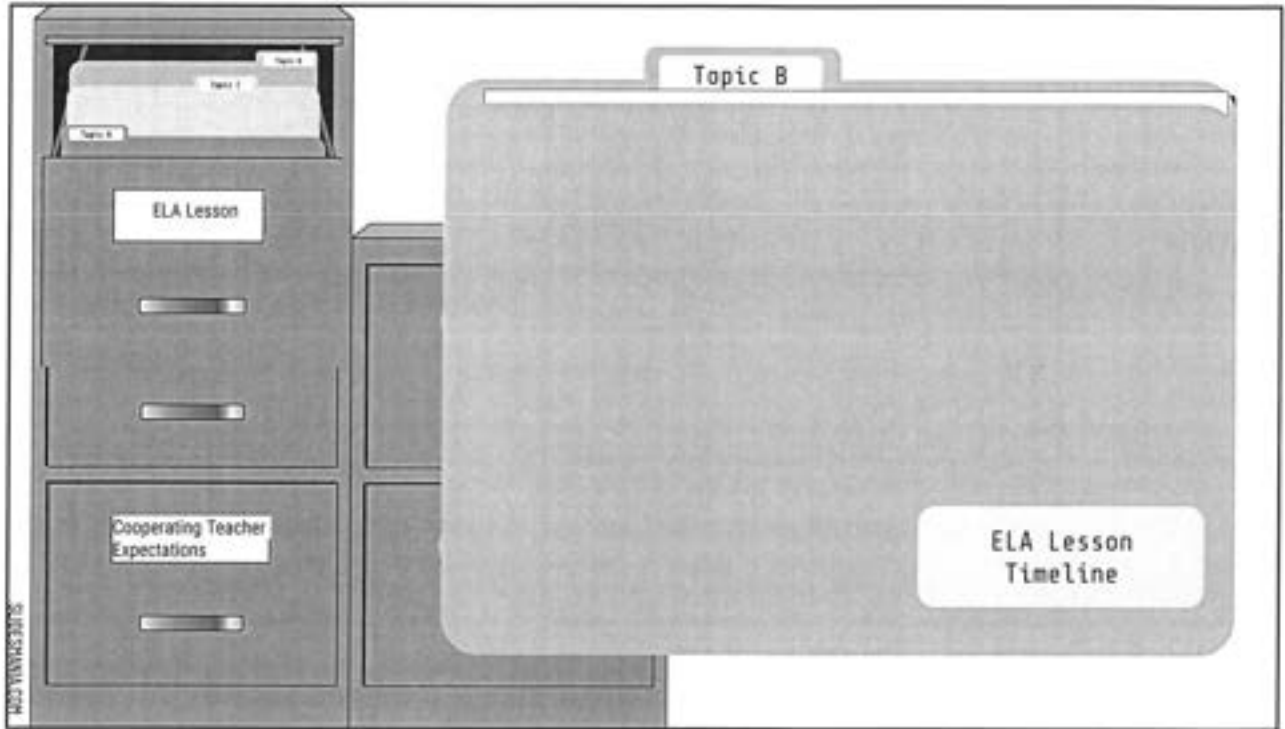
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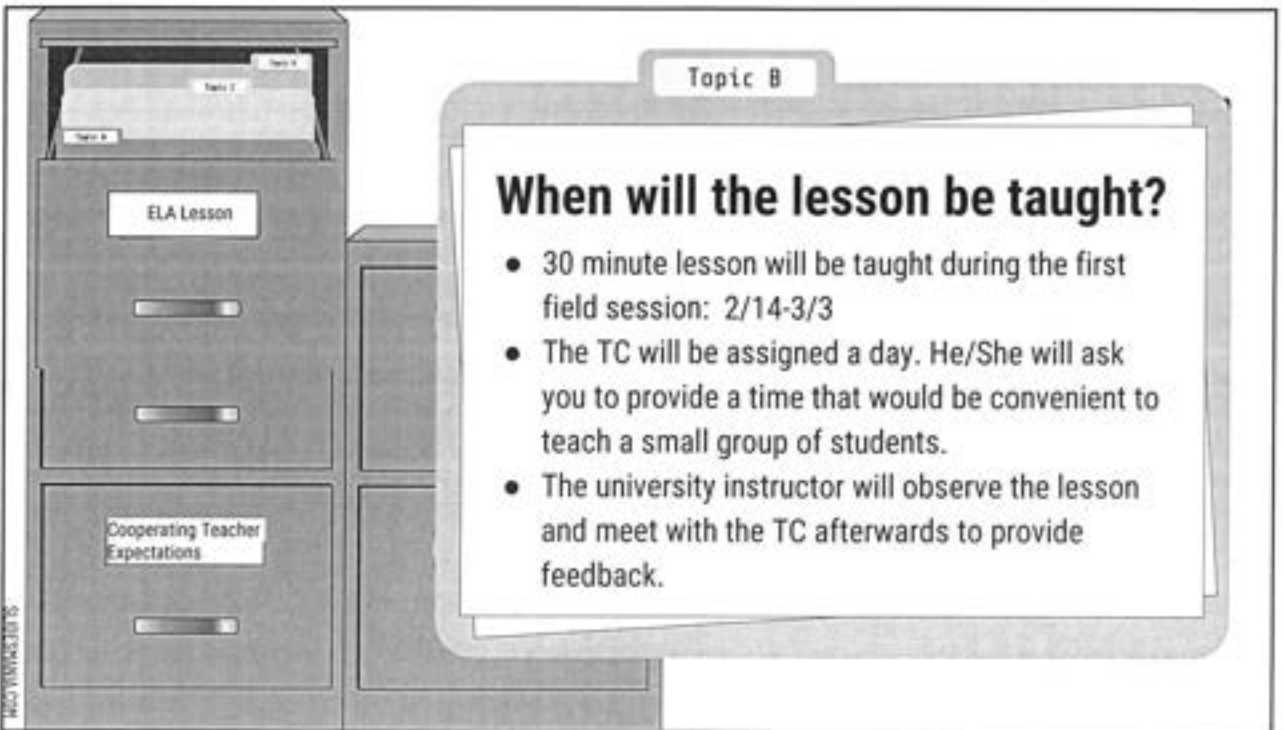
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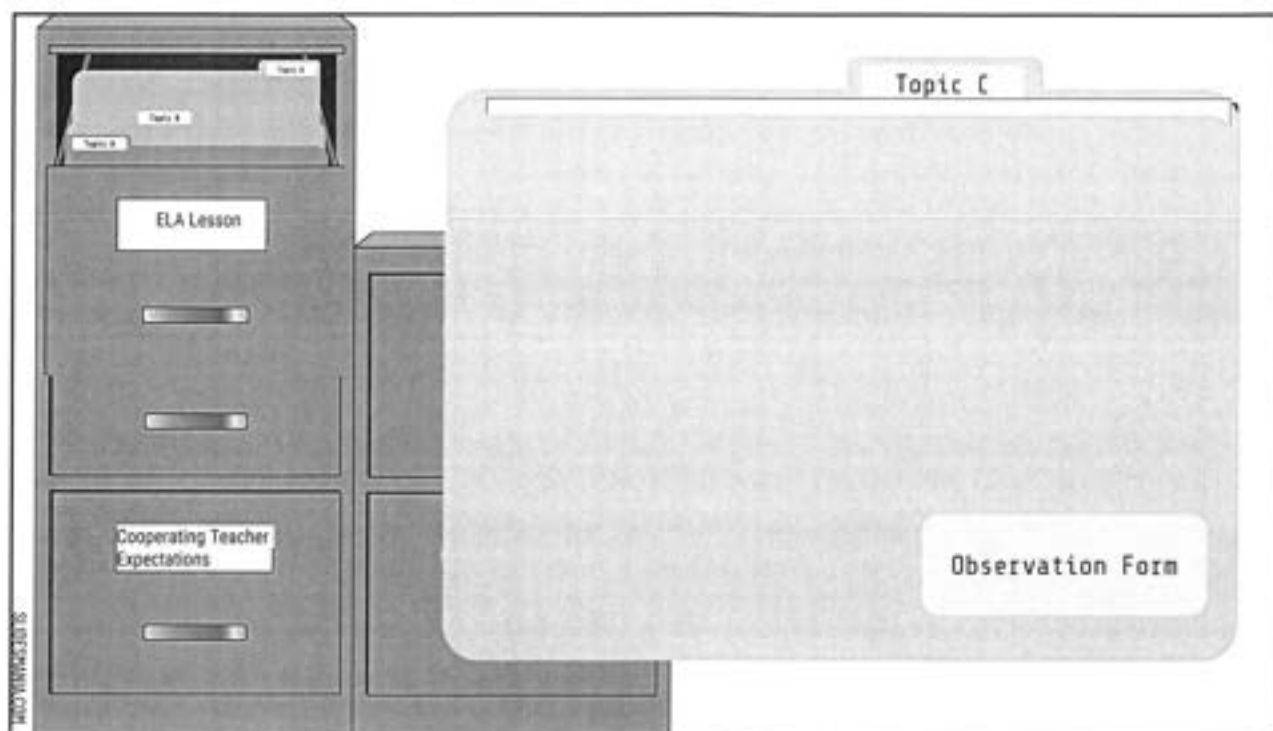
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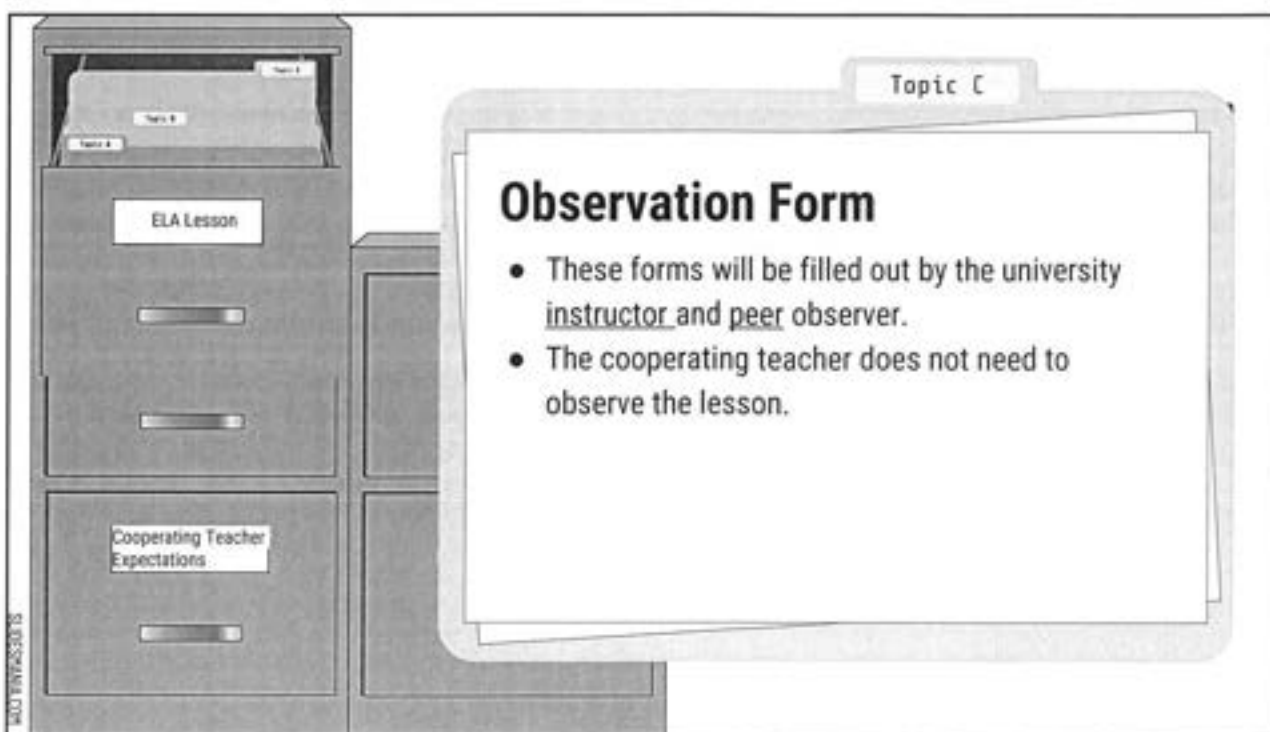
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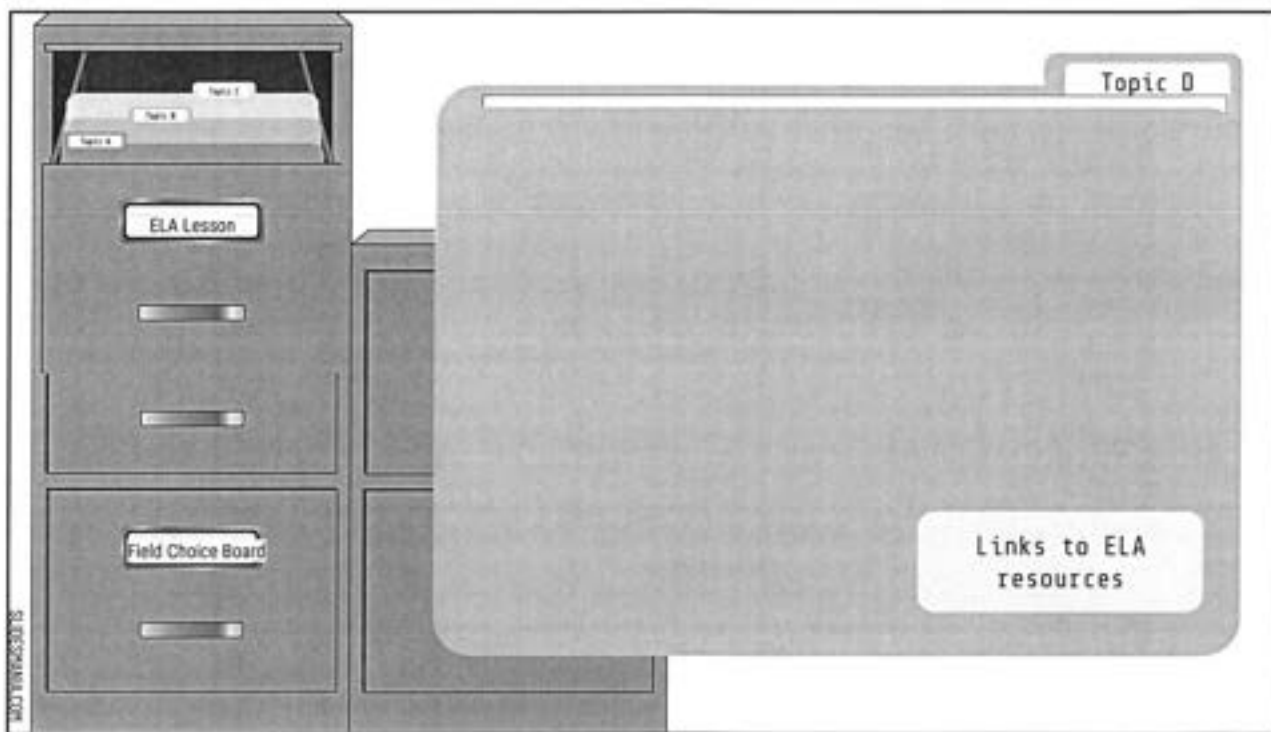
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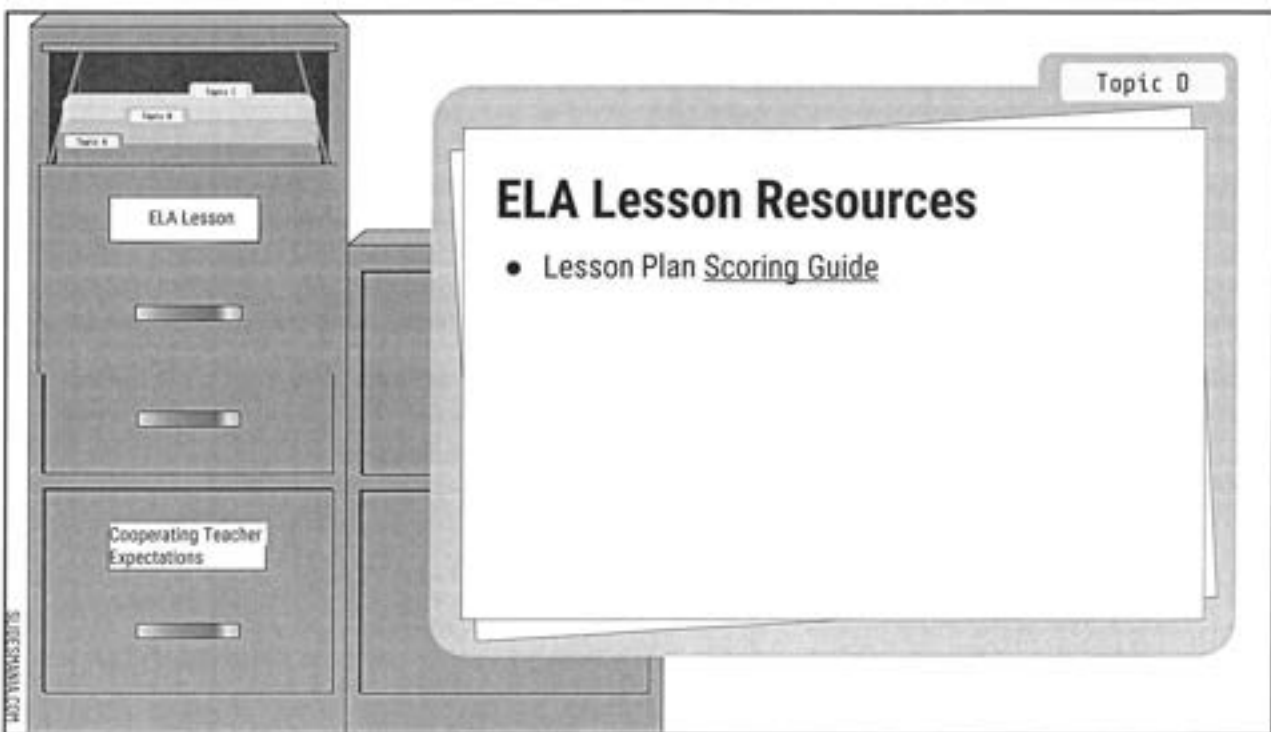
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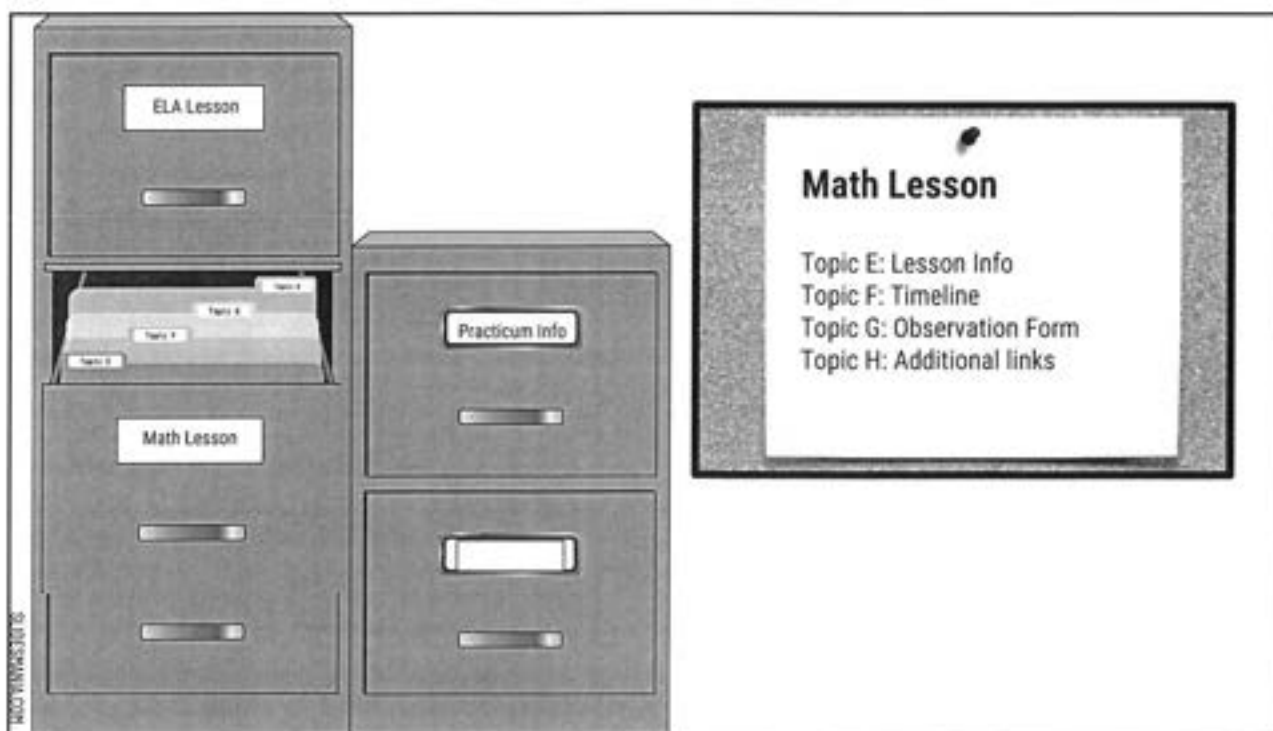


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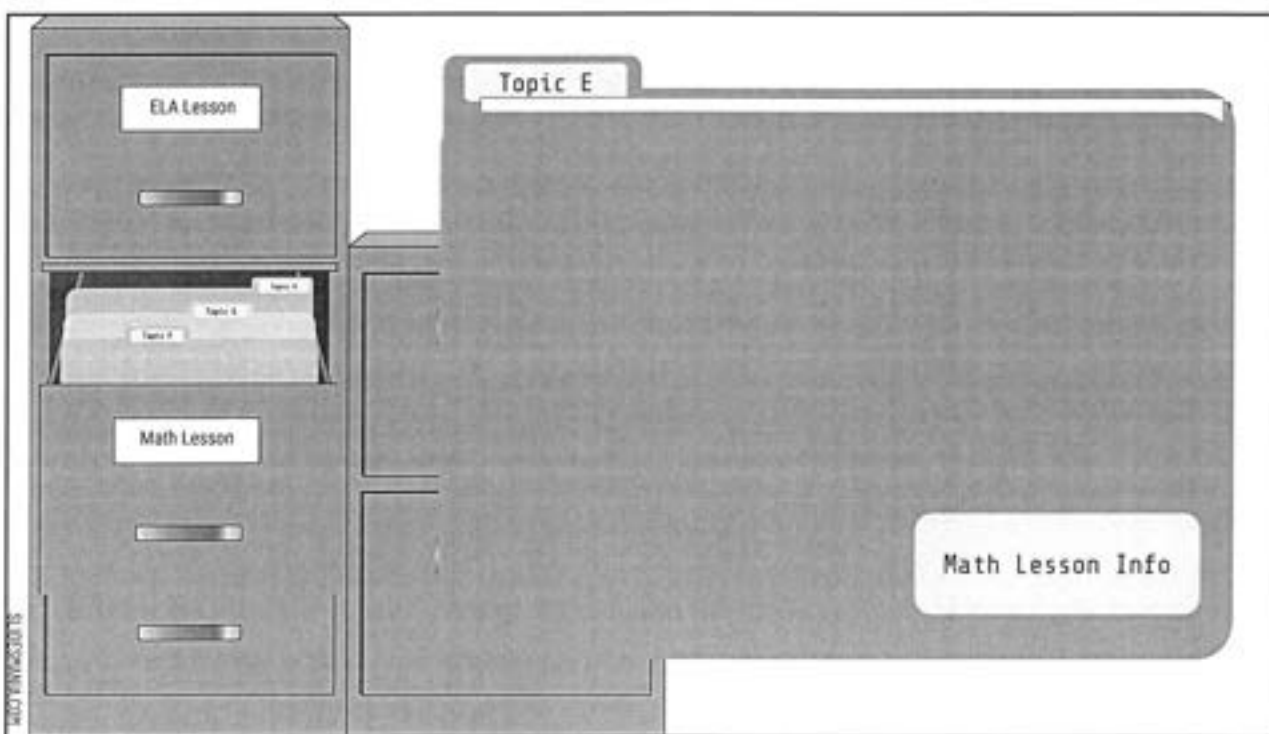


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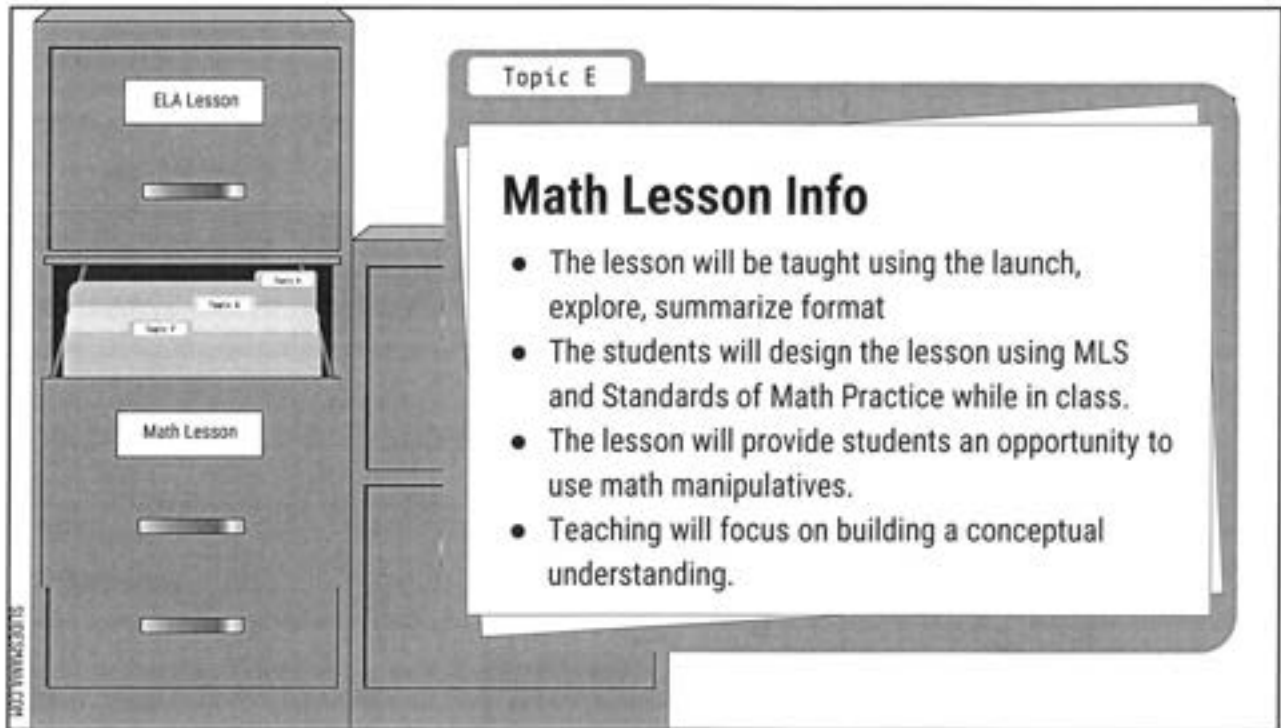




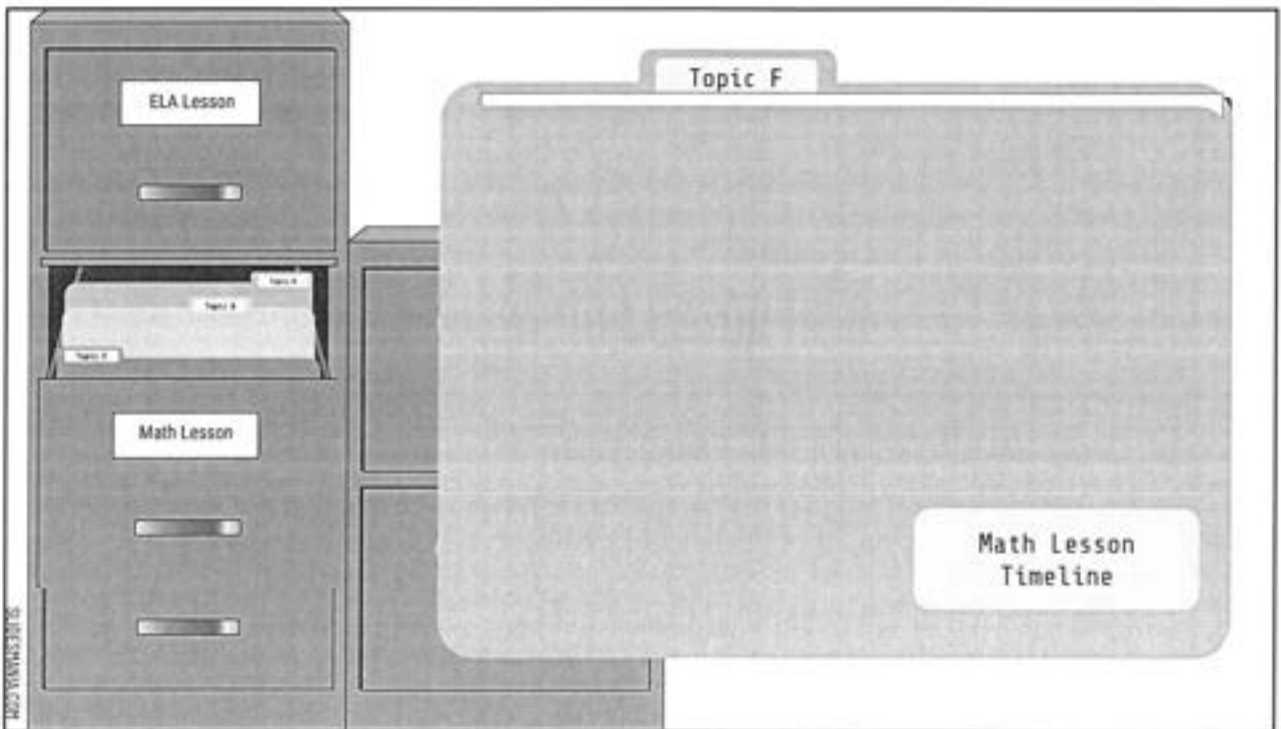
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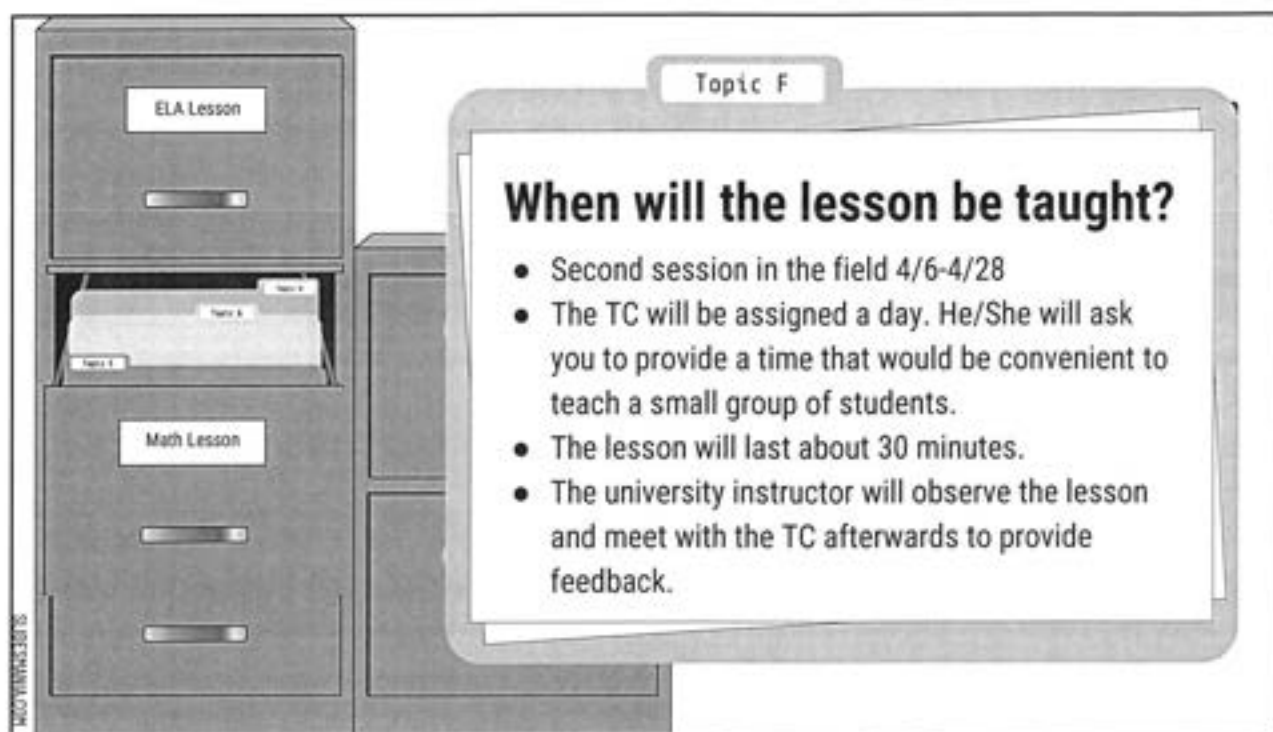
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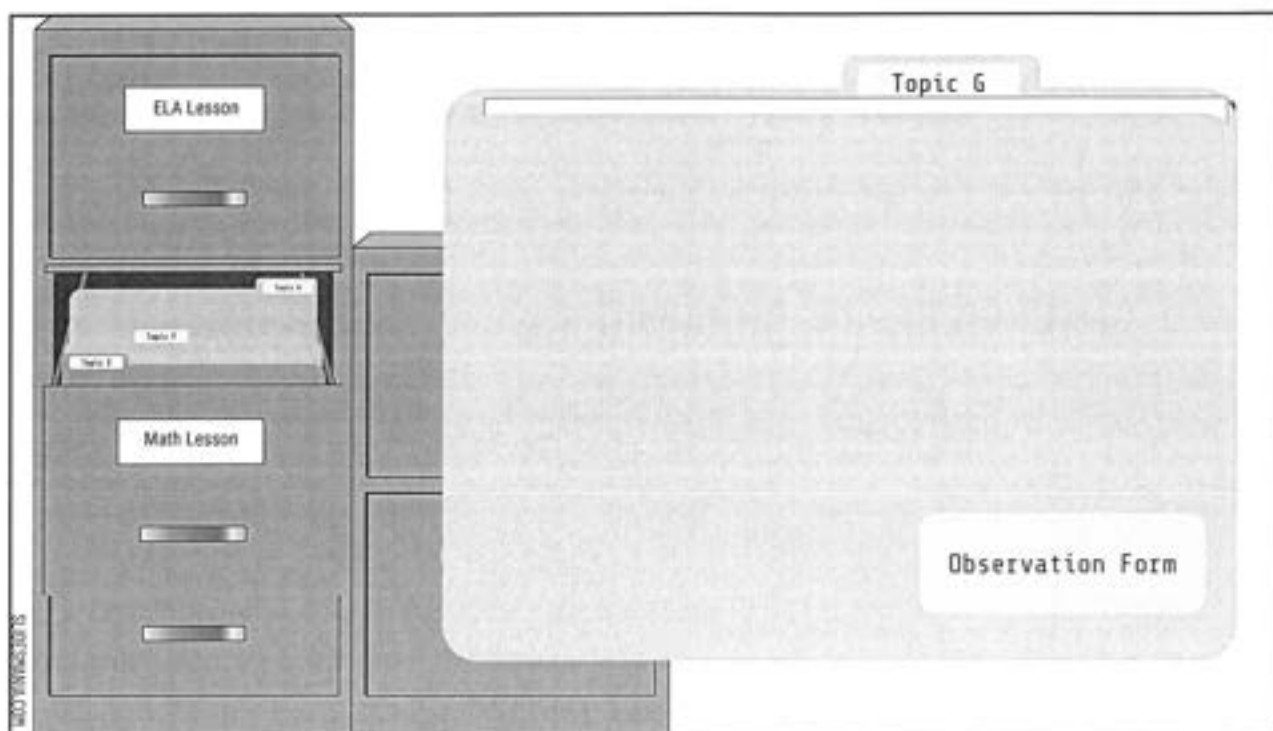
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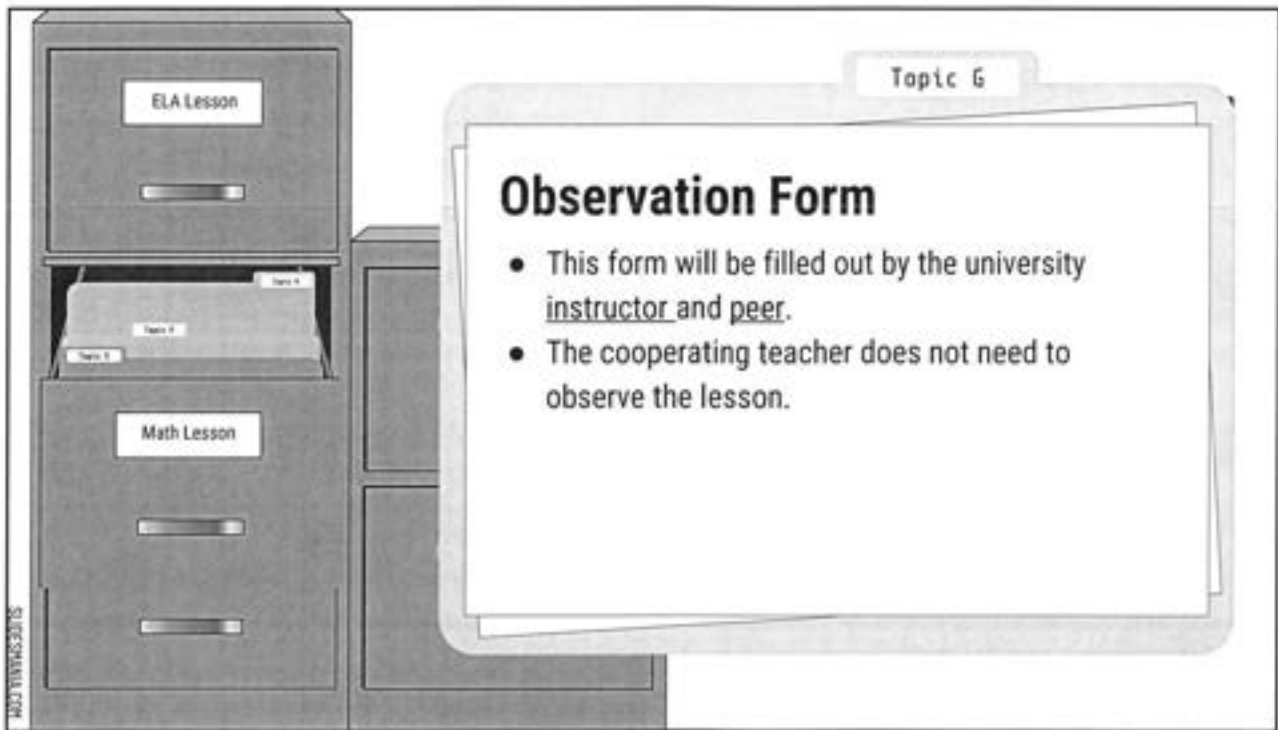
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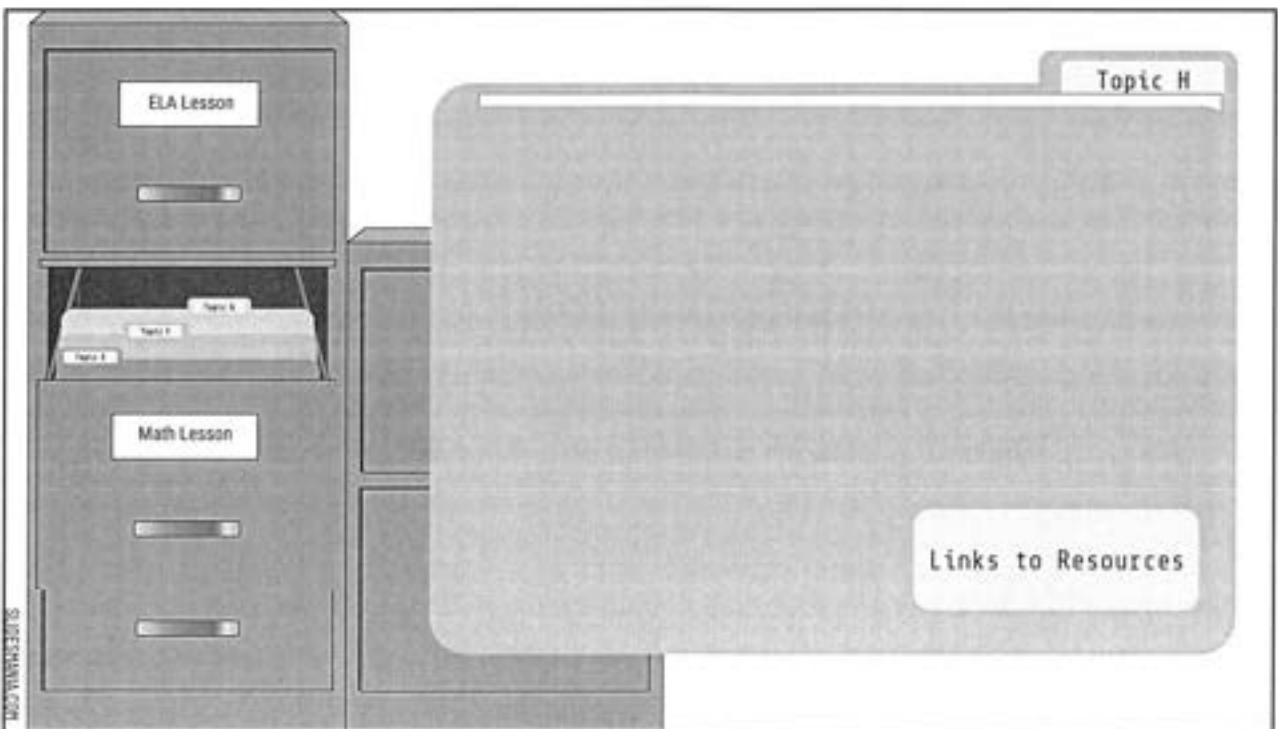
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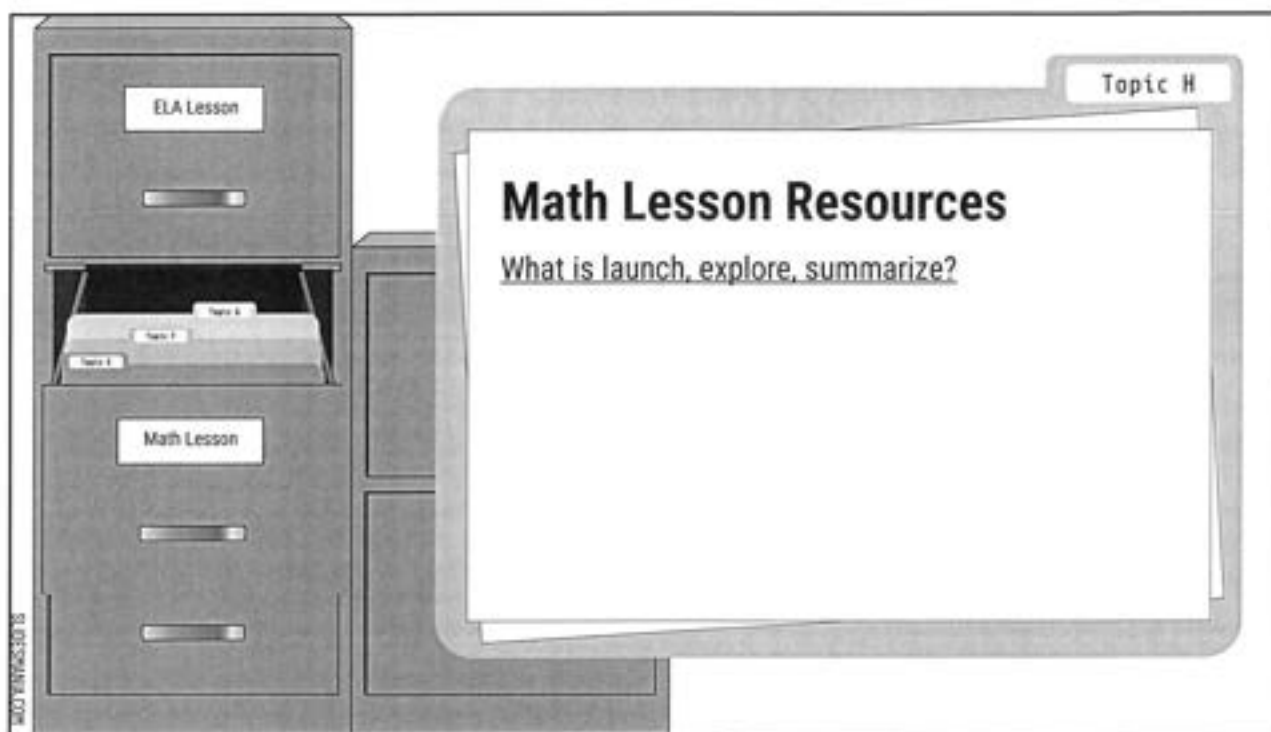
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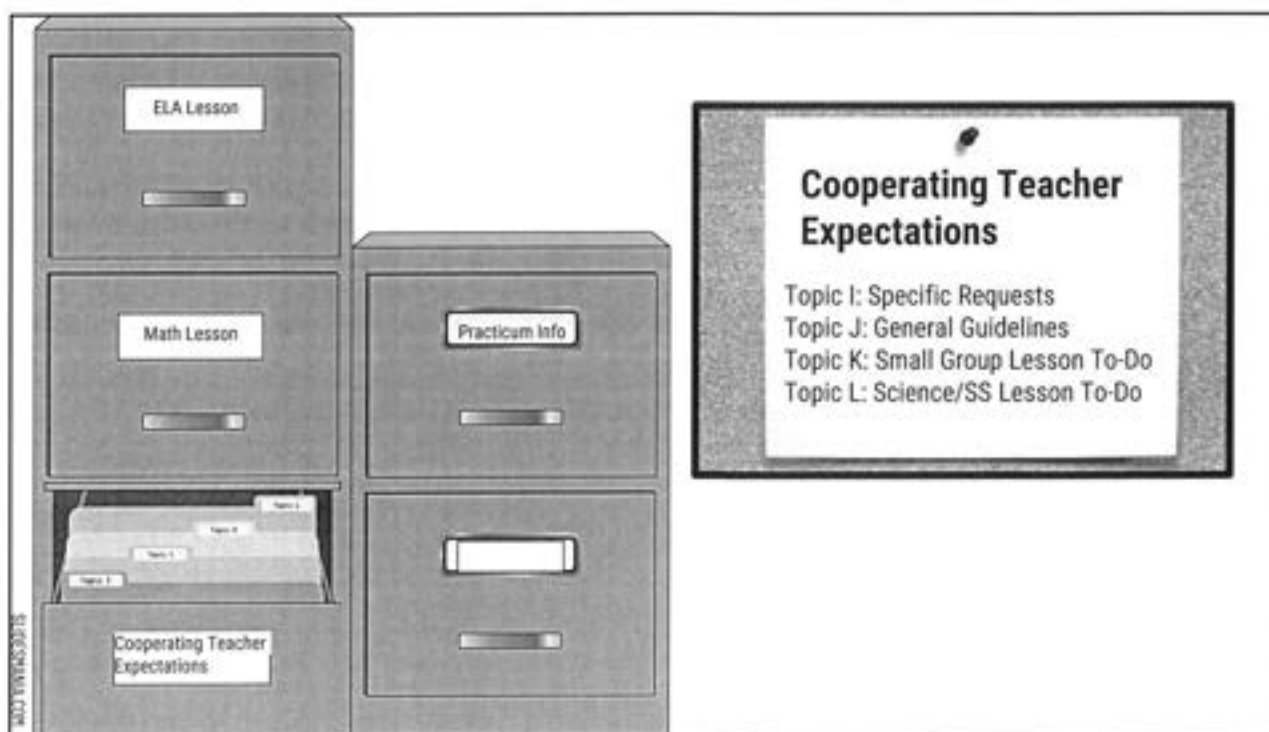
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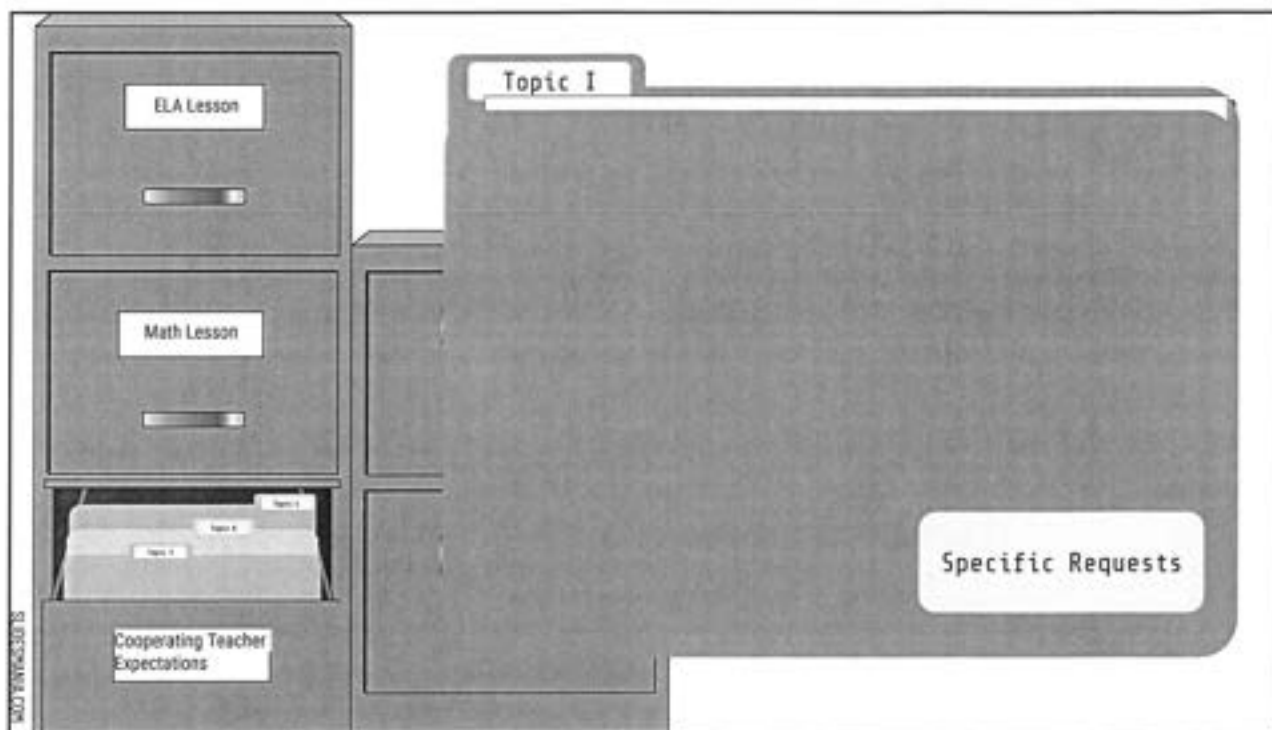


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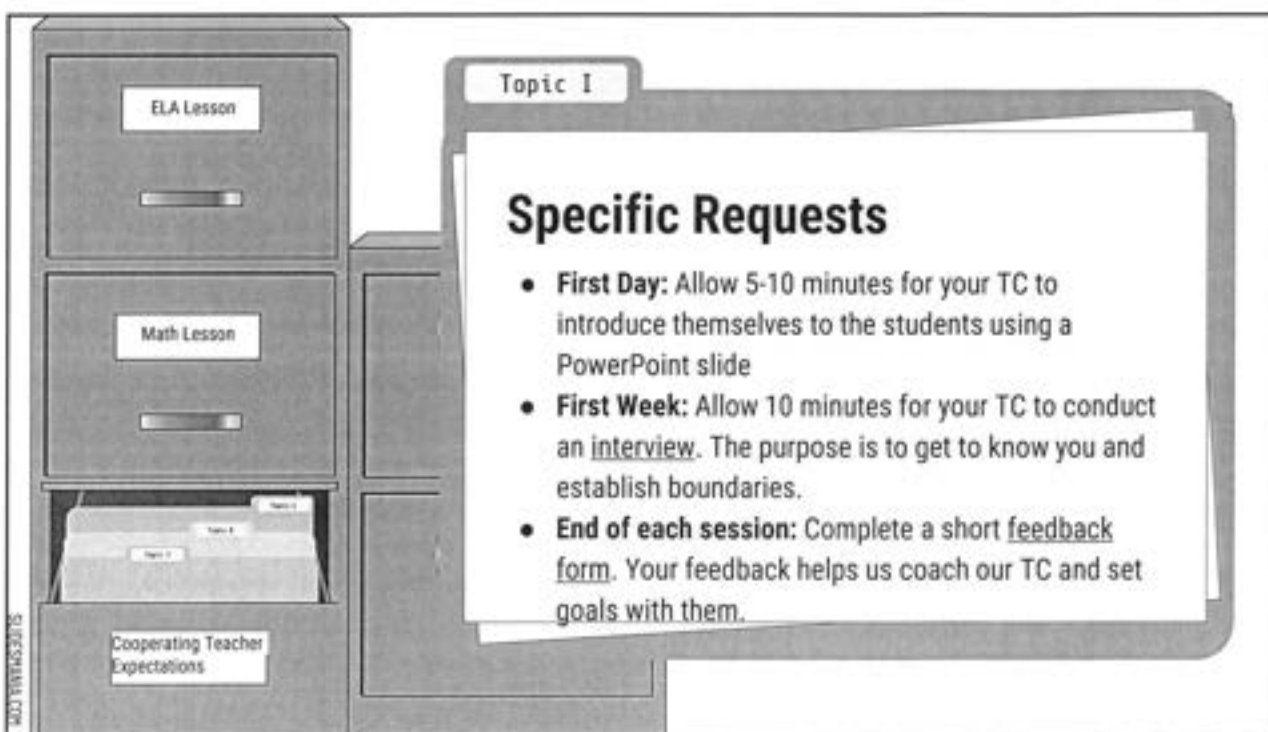


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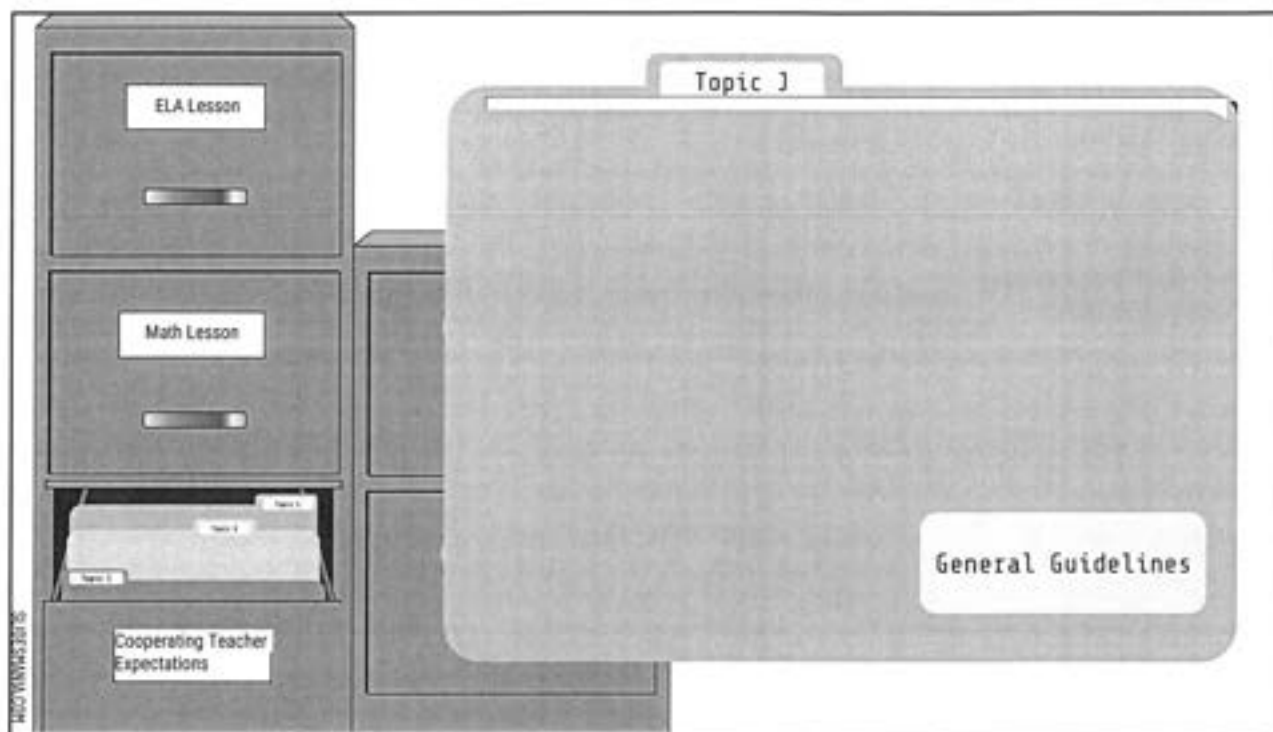




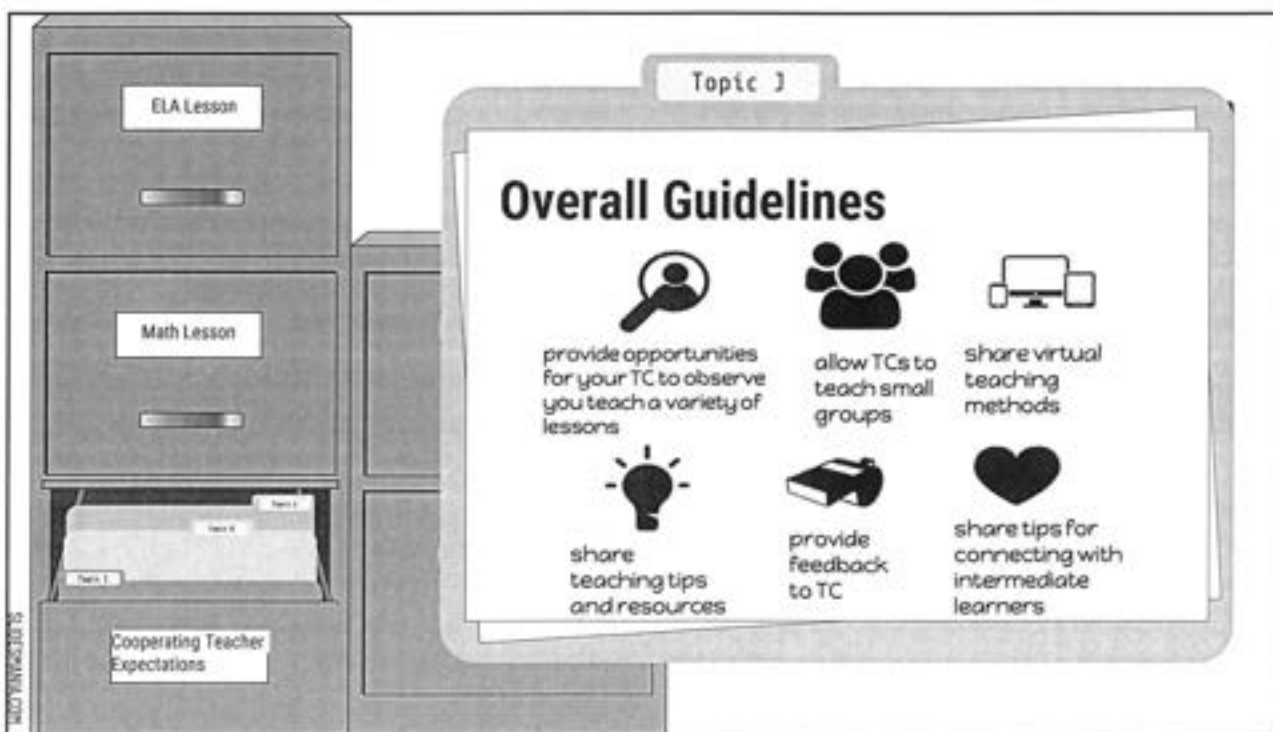
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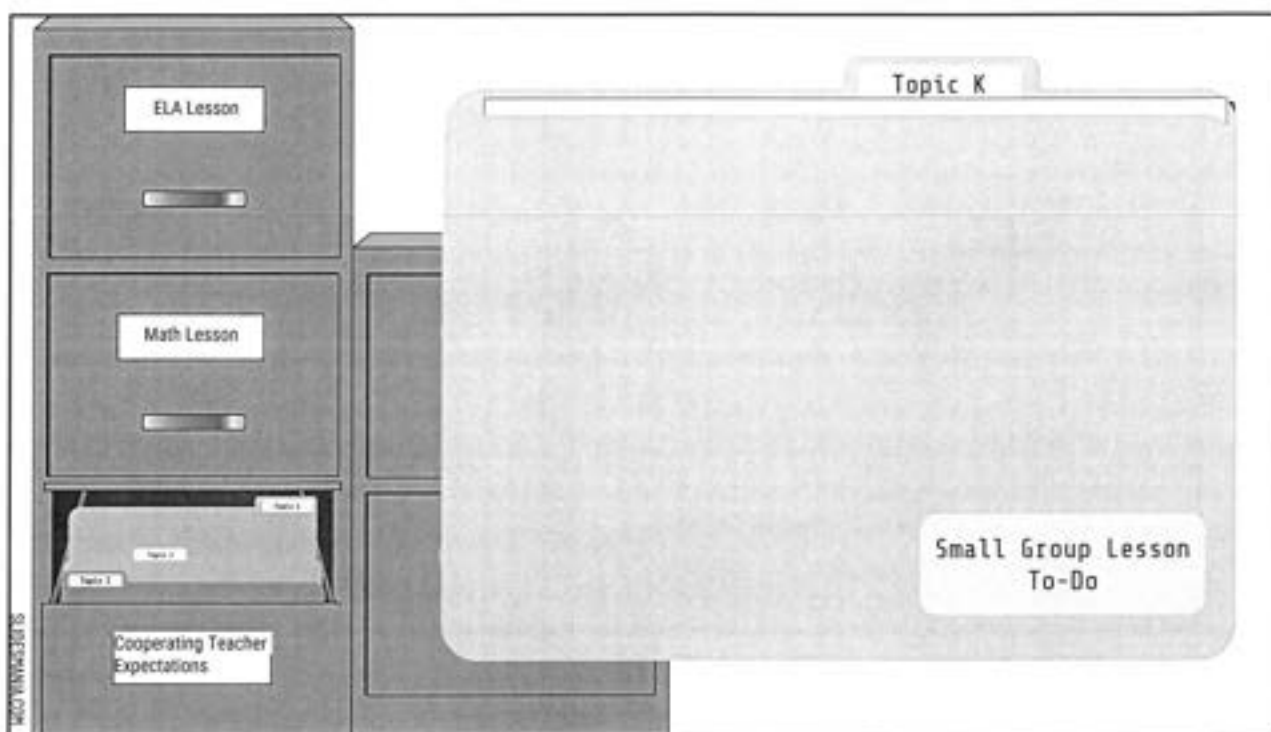
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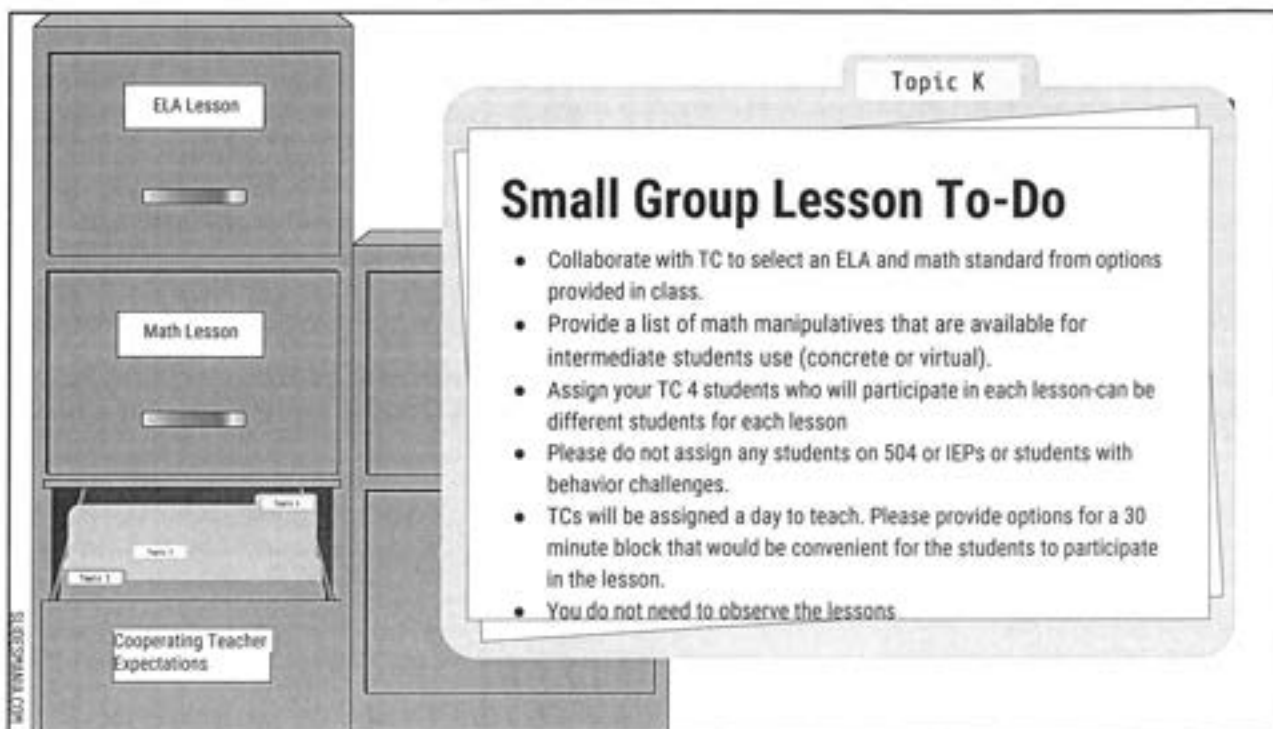
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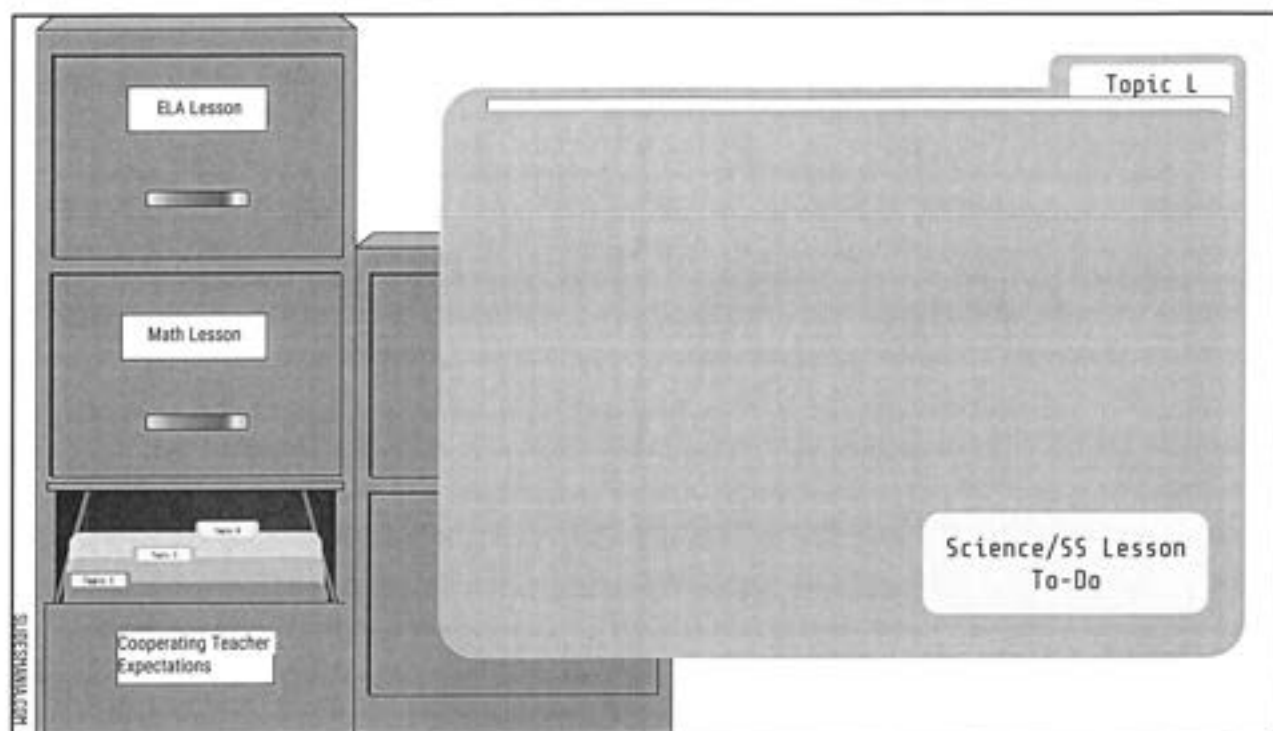
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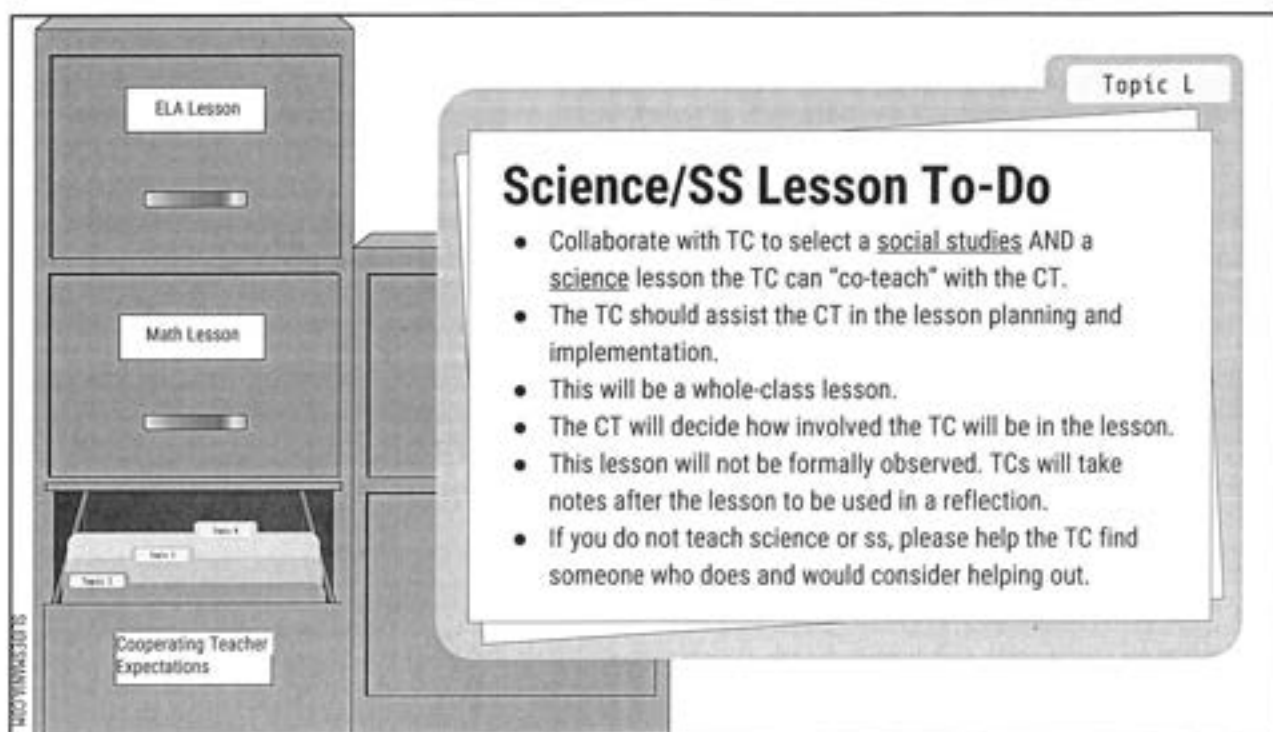
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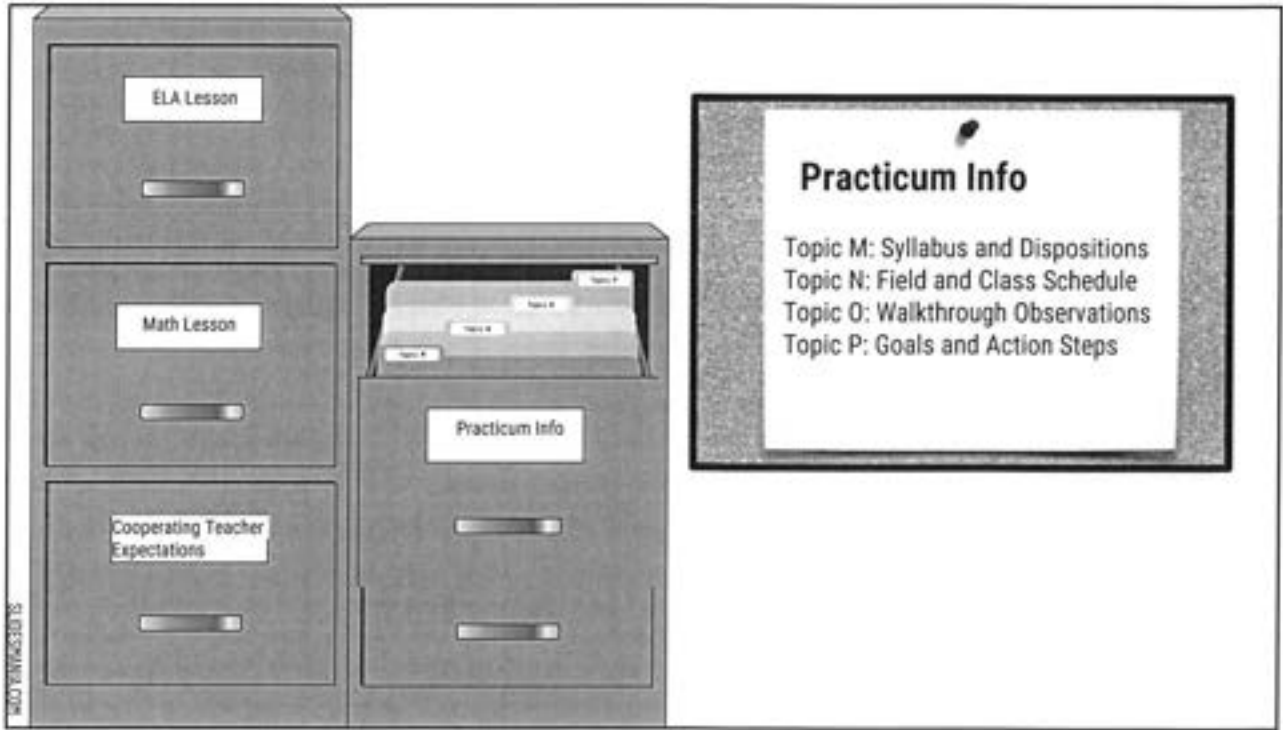
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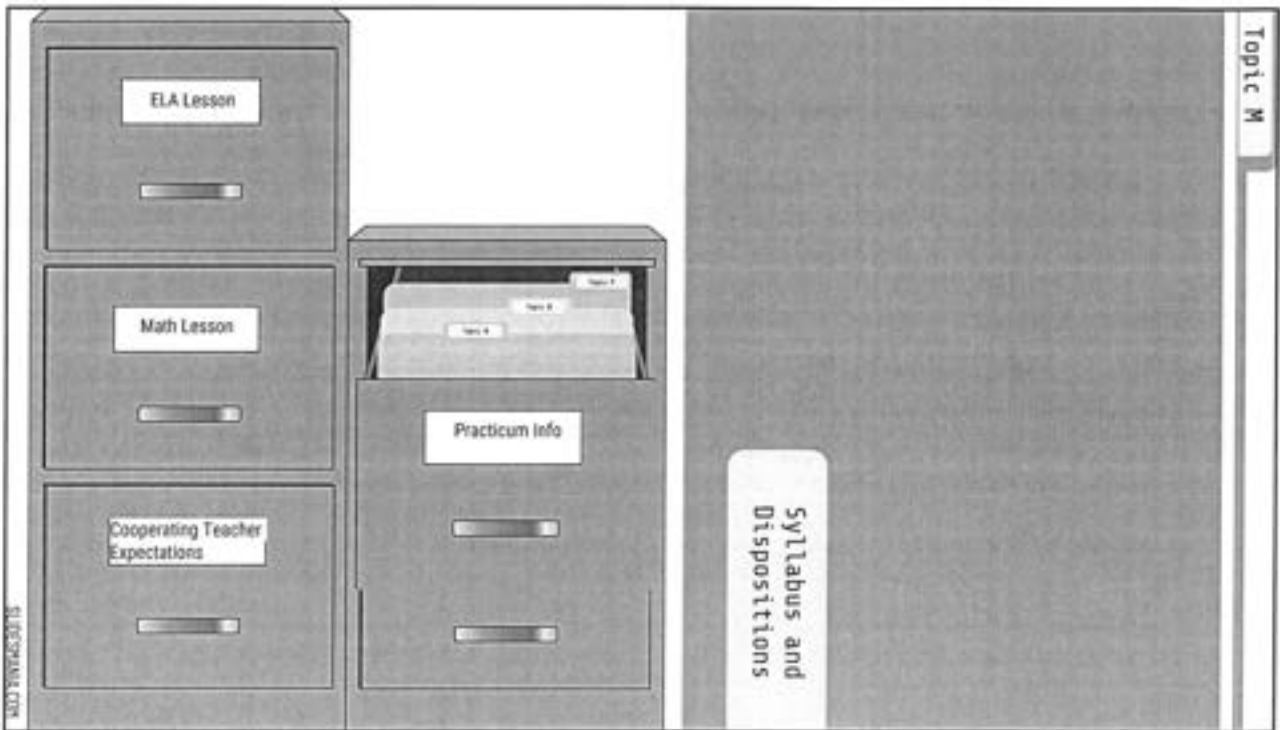
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**Syllabus and Dispositions**

- The goal of this course is for TCs to apply content and pedagogy for the intermediate grades.
- The Educator Disposition Assessment outlines the characteristics that research shows make effective teachers.
- The teacher candidate's score on this assessment accounts for 40% of their grade in this course.

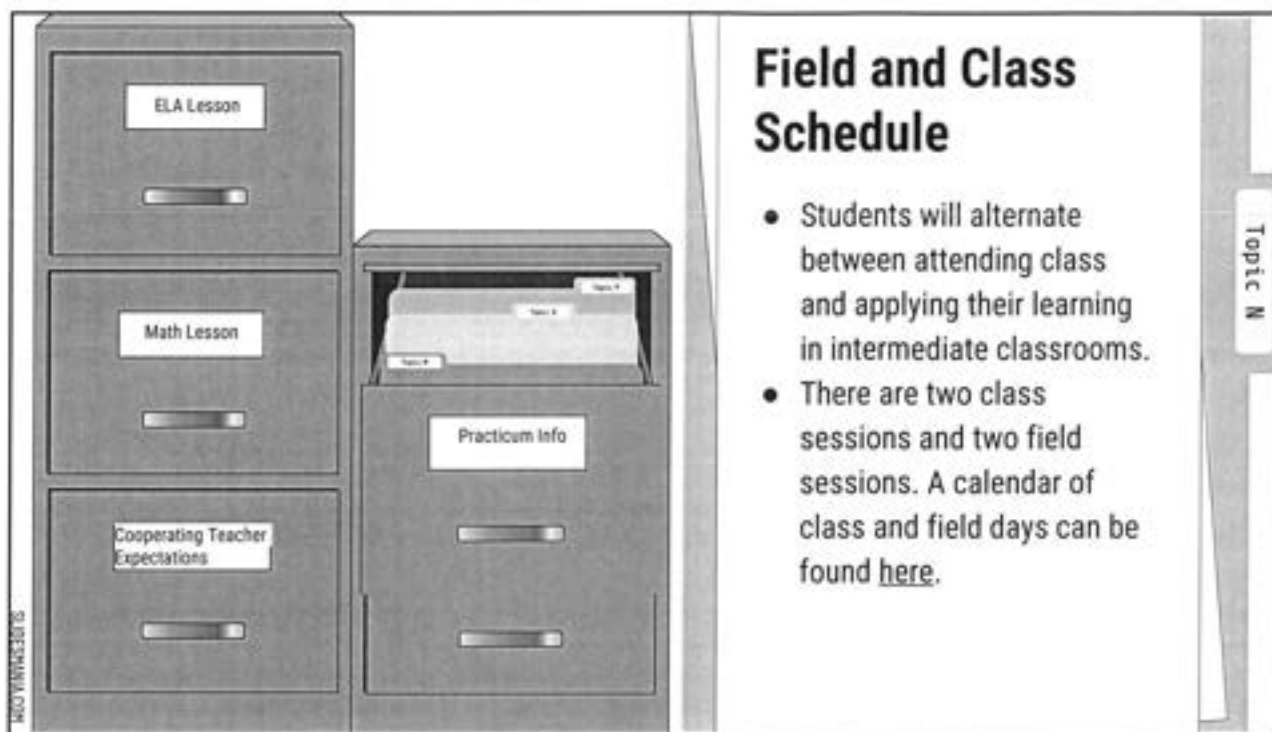
Topic M

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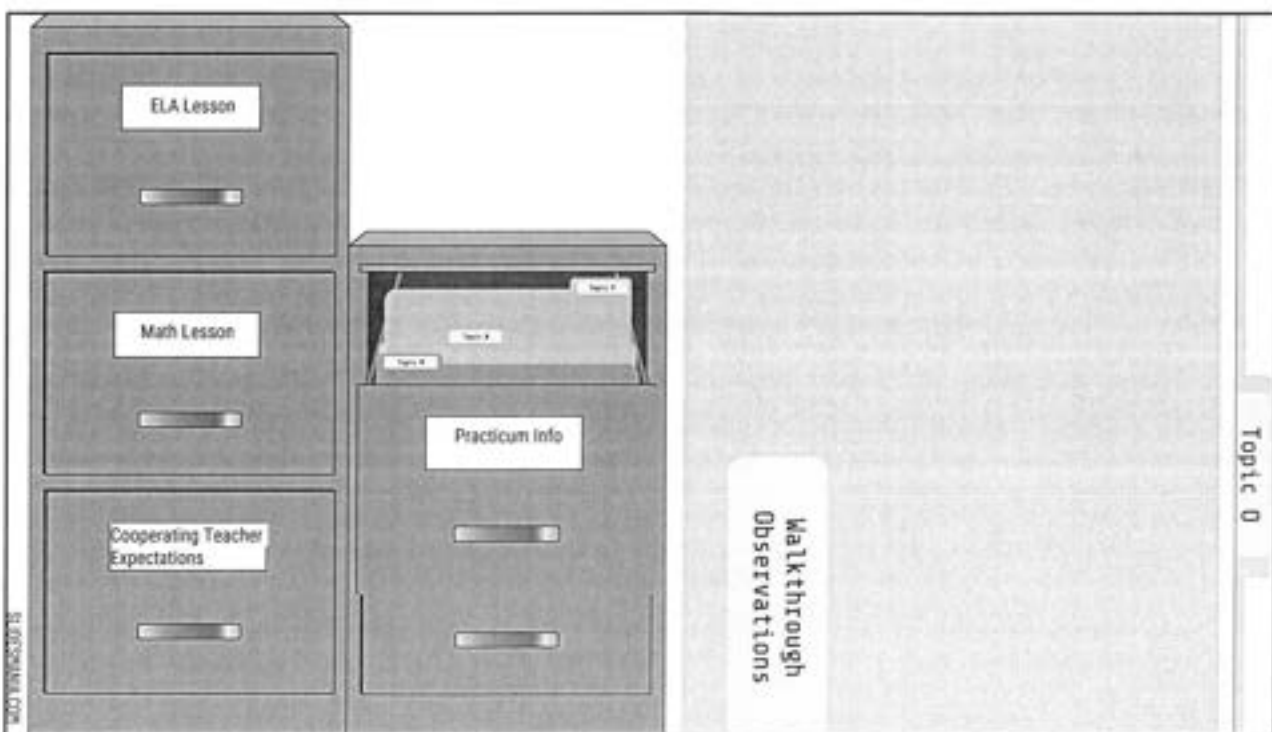
Field and Class Schedule

Topic M

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**Walkthrough Observations**

- Instructors will be mentoring and providing support to teacher candidates while they are in the field.
- An instructor will always be in the field on days that TCs are in classrooms.
- Instructors will conduct unannounced walkthrough observations of TCs. We try not to be disruptive!
- A walkthrough form is used to provide teacher candidates with feedback.


Topic 0

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Goals and Action Plans

Topic P

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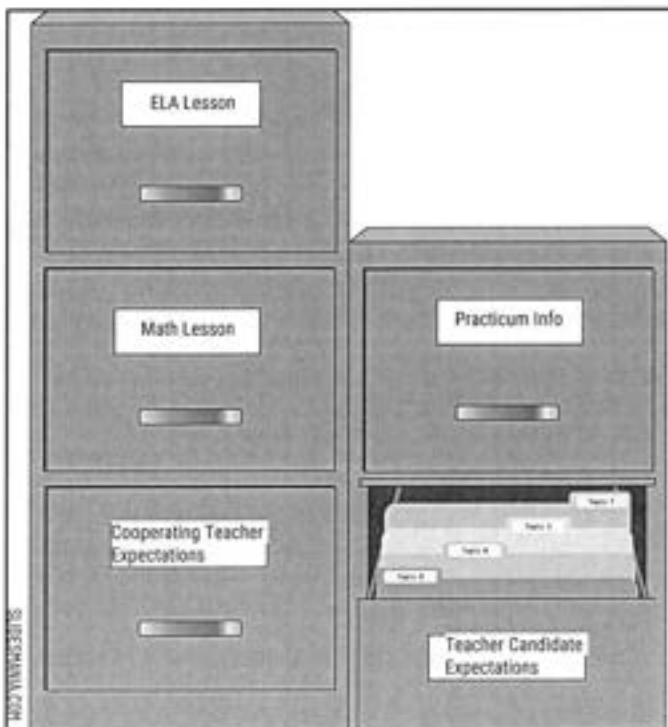


## Goals and Action Plans

- TCs will create SMART Goals to focus on improving their teaching and learning.
- One of the goals must focus on a disposition indicator.
- TCs will collect evidence to show growth towards their goals and reflect on them near the end of the semester.

Topic P

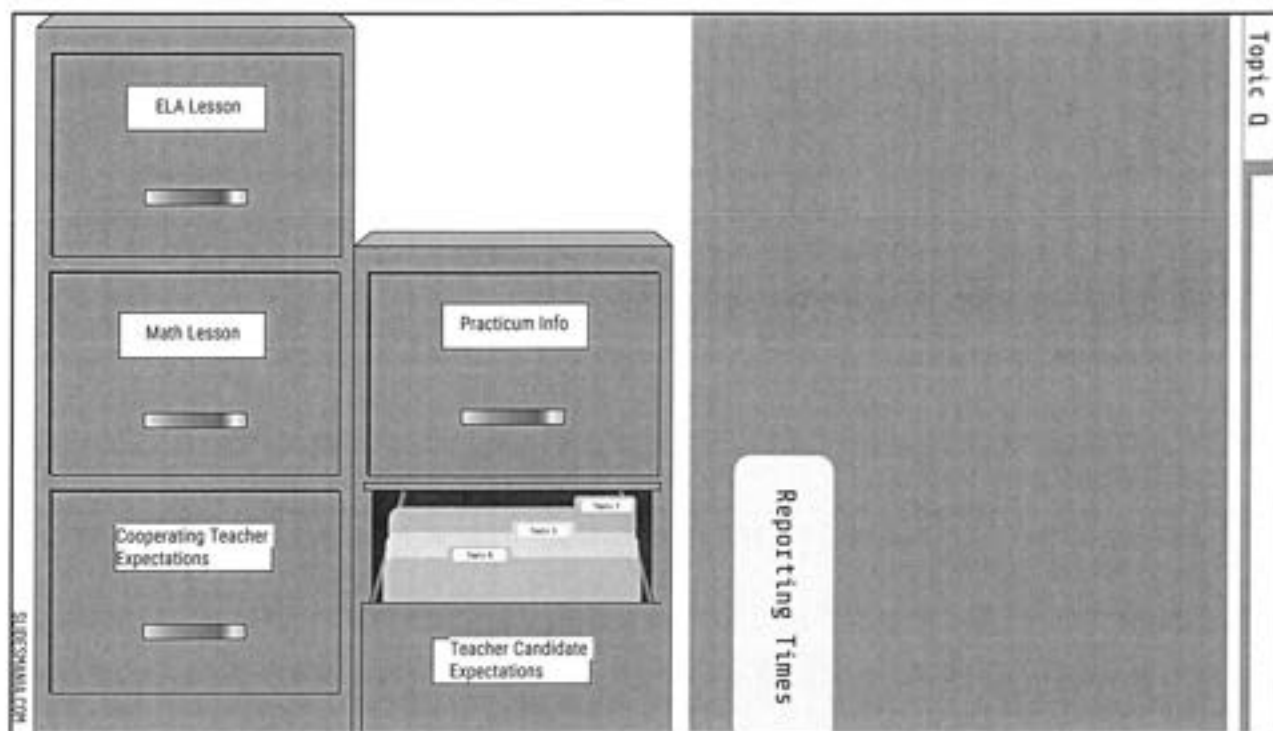
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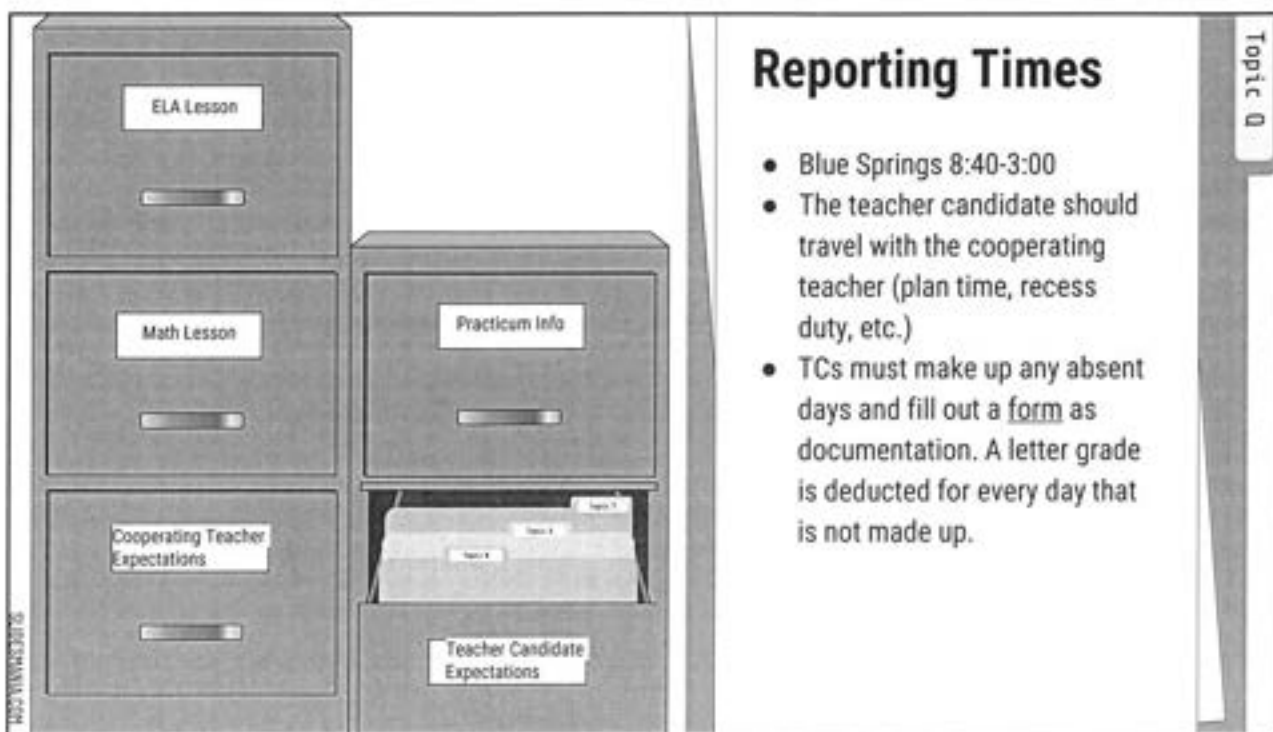
## Teacher Candidate Expectations

Topic Q: Reporting Times  
 Topic R: Teacher Candidate Should Dos  
 Topic S: Teacher Candidate May Dos  
 Topic T: Teacher Candidate Don'ts

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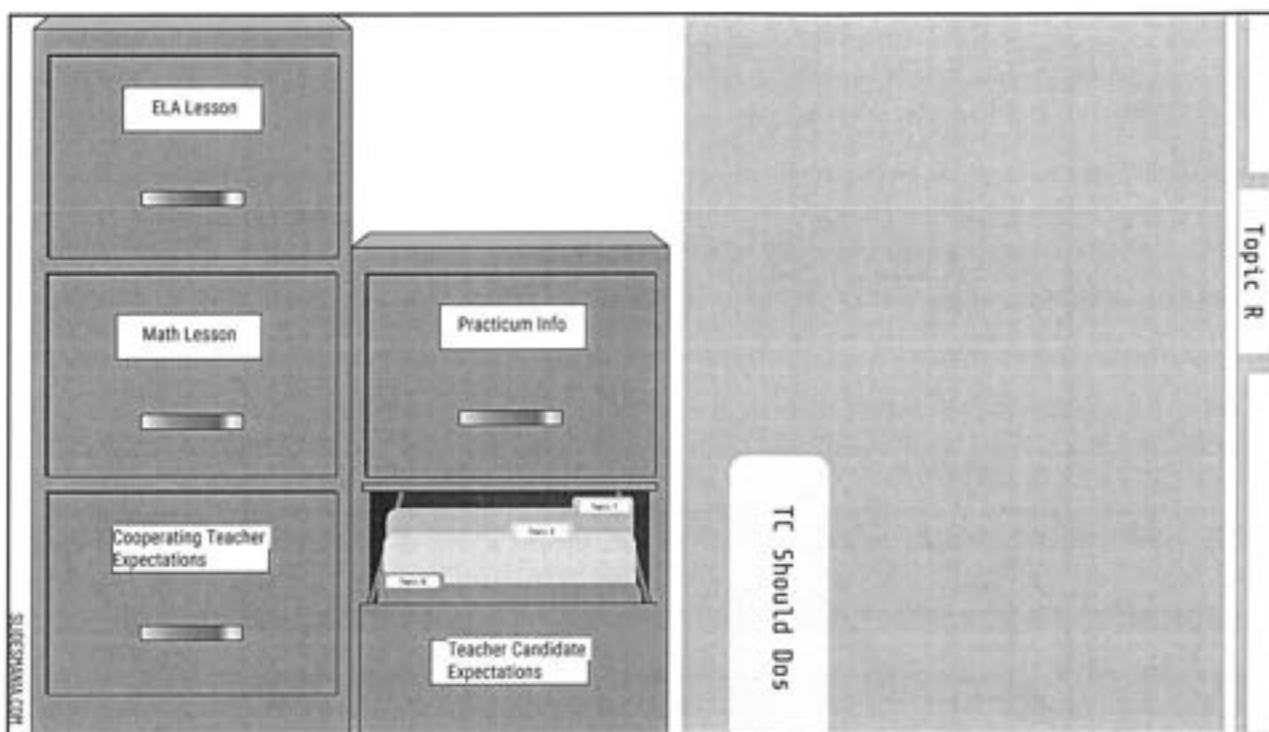


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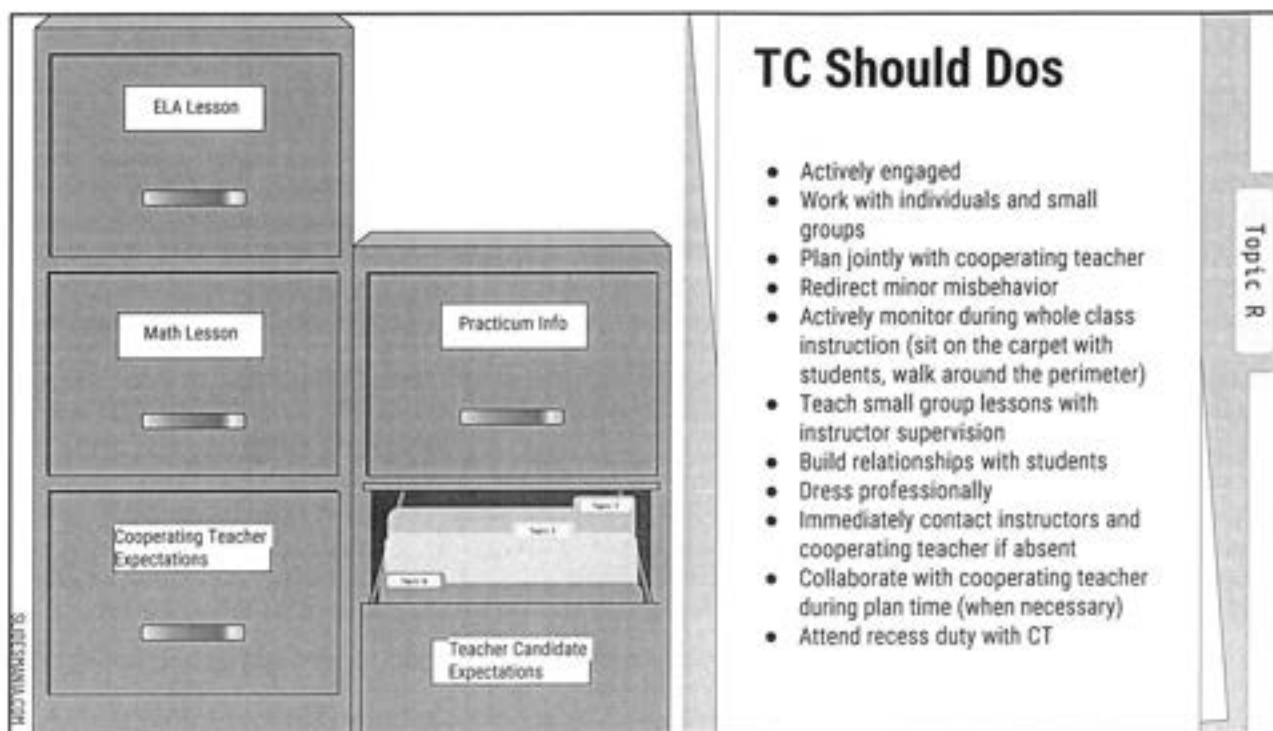


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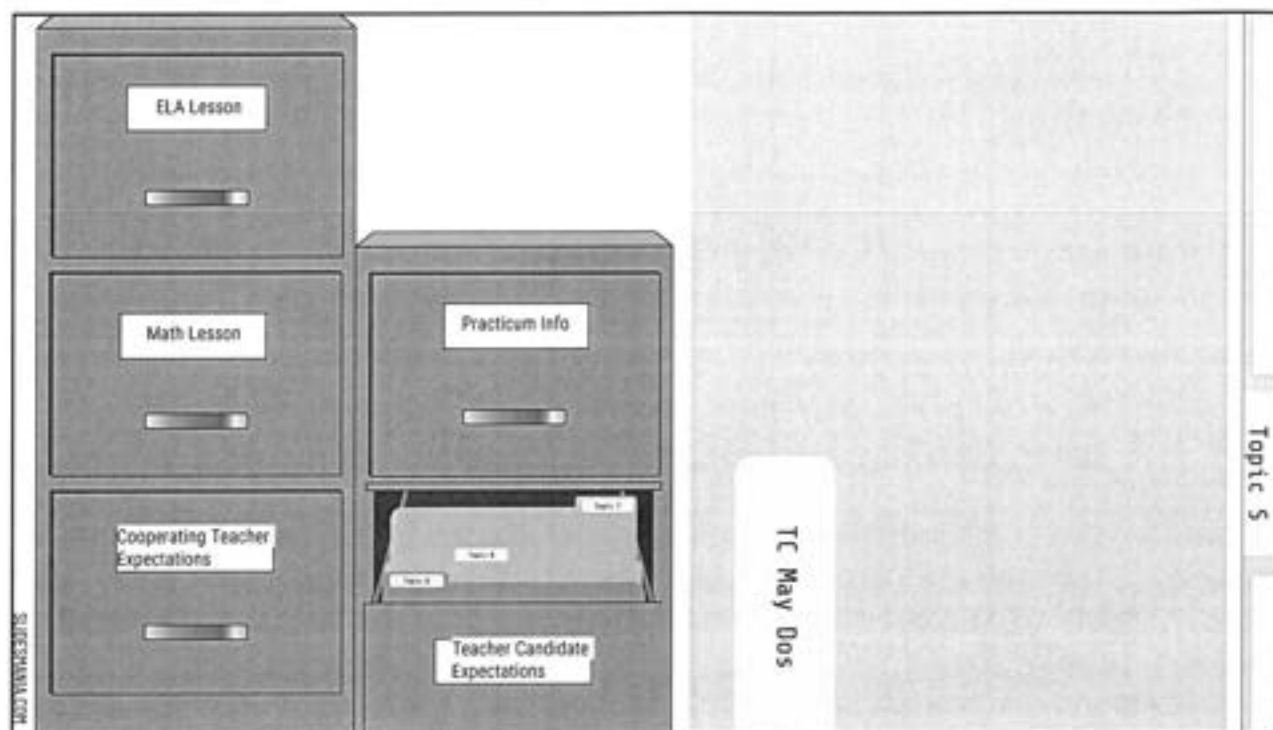




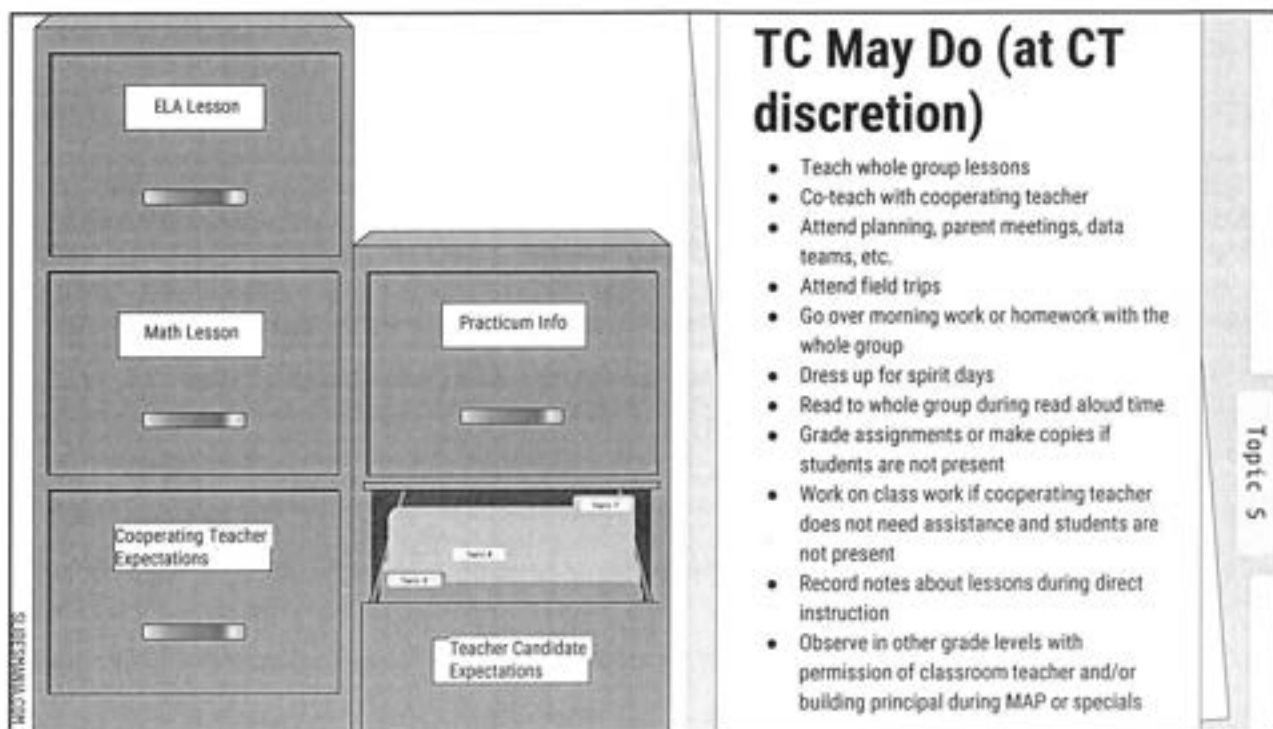
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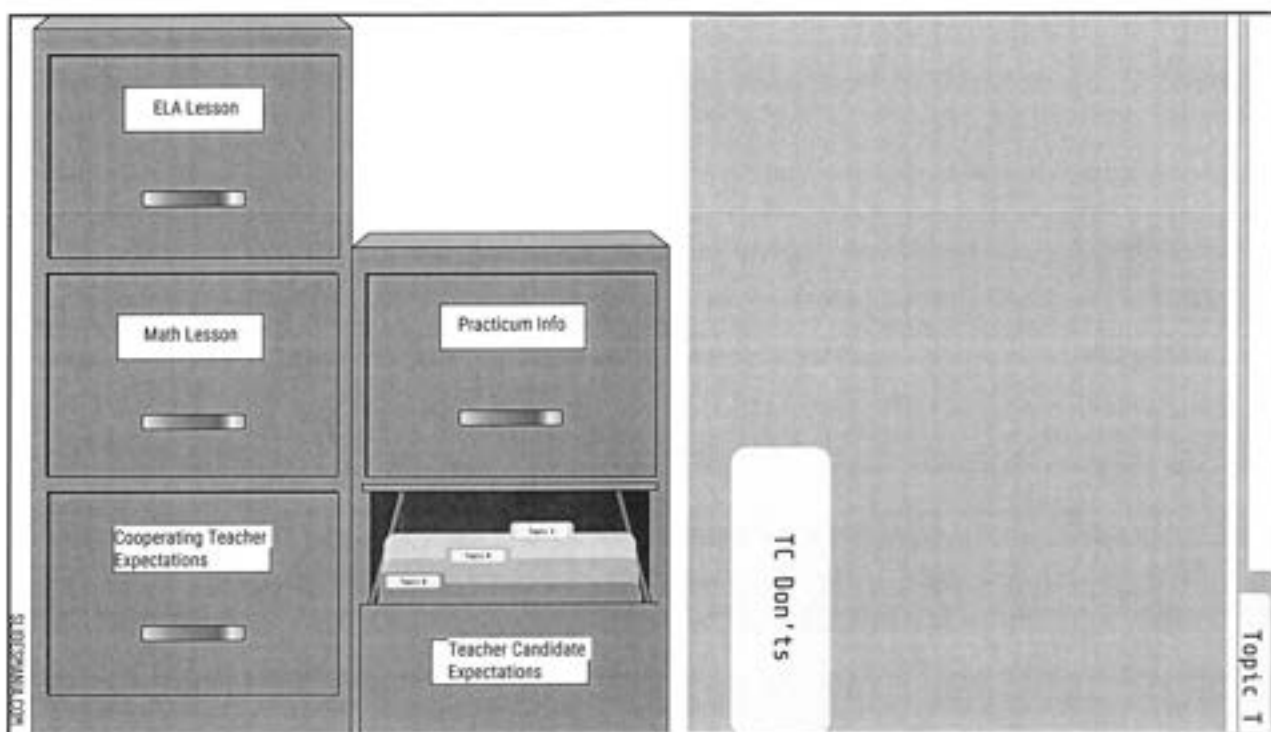
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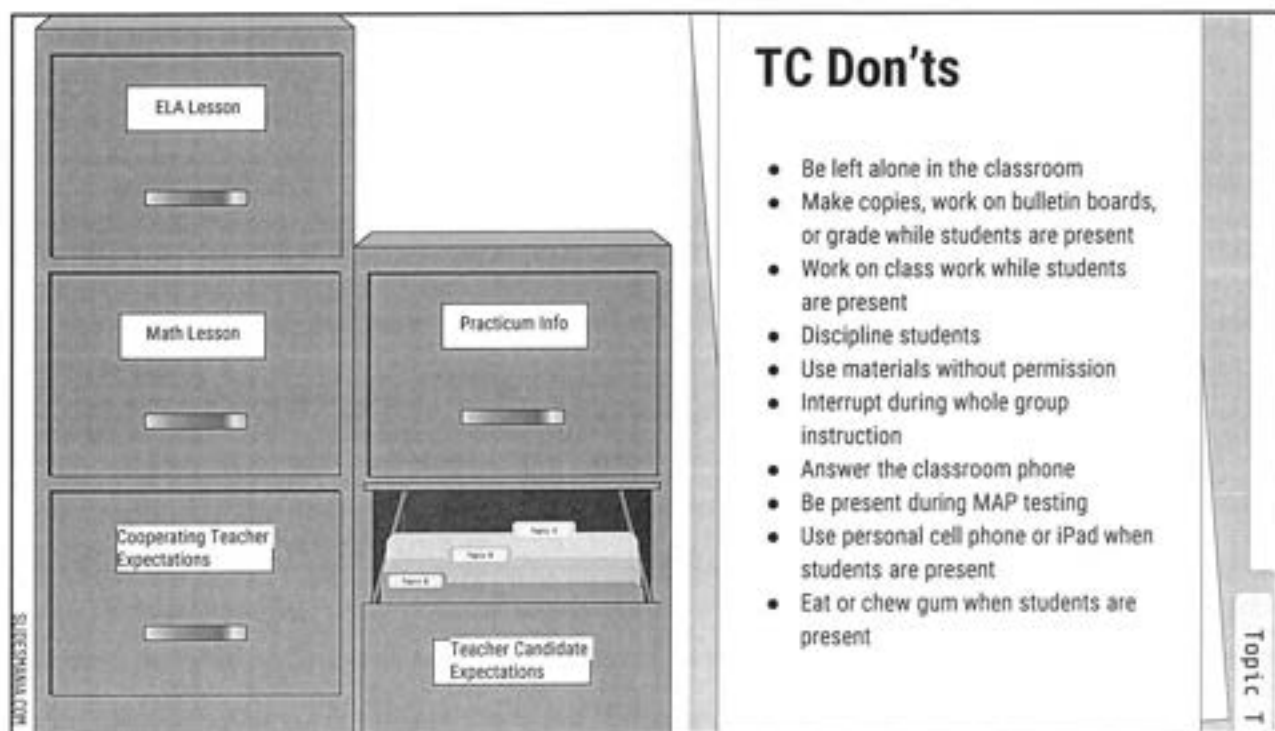
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## TC Don'ts

- Be left alone in the classroom
- Make copies, work on bulletin boards, or grade while students are present
- Work on class work while students are present
- Discipline students
- Use materials without permission
- Interrupt during whole group instruction
- Answer the classroom phone
- Be present during MAP testing
- Use personal cell phone or iPad when students are present
- Eat or chew gum when students are present



Dear Mentoring Teacher,

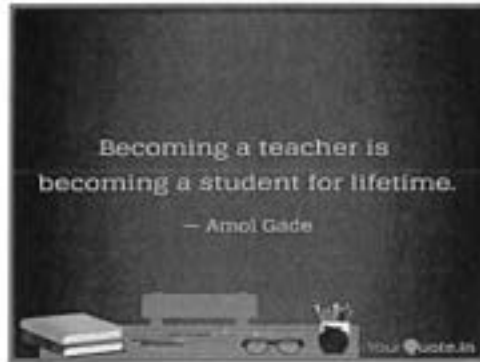
Thank you so much for your willingness to host and mentor a University of Central Missouri Teacher Candidate. ***The role you play is critical in the development of well-prepared, beginner level teachers and as such represents an invaluable contribution to the profession.*** We are honored that you are willing to provide this contribution in partnership with us and for the betterment of our teacher candidates.

This handbook contains information about the Senior Block first semester that should be useful to both you and your teacher candidate. If you have additional questions, please feel free to contact your Teacher Candidate's Field Supervisor or me at [danley@ucmo.edu](mailto:danley@ucmo.edu) or at 816-804-5599. Dr. Ken Bias, Chair of the Early Childhood, Elementary Education, Middle School, and Physical Education Department is also available at [bias@ucmo.edu](mailto:bias@ucmo.edu). Thank you for your efforts in supporting and hosting a teacher candidate.

Best Regards,

Dr. Angela Danley, Associate Professor and Clinical Placement Program Coordinator of Early Childhood and Elementary Education

## What is a Teacher Candidate (TC)?



The clinical experience at the University of Central Missouri University includes four semesters of field work. During the first two semesters \*junior level\* the TCs are in the field 15 days during the semester implementing one-on-one lessons and small groups lessons. The university supervisor is present in the field each day the TC is present.

In the senior clinical experience, the TCs are placed in a building/district and complete two 7-8-week placements the first semester. One of the 7-8-week placements becomes where the TC will student teach the following semester. TCs are in the field typically on Tuesdays and Thursdays from the time the teacher arrives at school to the end of the teacher's contract time.

TCs are assigned to a block of classes which meets one day a week or online depending on location. Candidates are in class for ELA, Math, Curriculum and Assessment, and Classroom Management. They are able to take what they learn and apply it to the field work while working side by side with a mentoring teacher.

First semester senior TCs are ready to take over more responsibilities and assume the role of teacher. They are ready to implement more whole group lessons. ***Though the TCs have required field embedded lessons, we strongly encourage them to go above and beyond and teach more lessons whether that be co-teaching, taking over what the mentoring teacher has planned, or coplanning with the mentoring teacher to have more opportunities for instruction.***

The seniors are required to seek feedback on the required lessons from mentoring teachers. University supervisors observe approximately 2-3 times per 7-8-week placement. This prepares the TC for the student teaching semester.

## Mentoring Teacher Responsibilities

**A mentor empowers  
a person to see a  
possible future, and  
believe it can be  
obtained.**

- Shawn Hitchcock

**Listed below are the main responsibilities when working with a Senior Level Clinical Practicum TC.**

- Work with Teacher Candidate to plan the semester experience
- Assist in the planning and implementation of all lesson plans- TCS follow the curriculum and pacing guides of the district.
- Approve all lesson plans for candidates before the teaching of the lesson.
- Meet with theTC to share and discuss strengths and weaknesses throughout their experience
- Complete feedback forms for the placements for required field embedded lessons and end of placement.
- Approve the TCs Time Log Sheet at the end of placement
- Contact the Senior Block Lead Coordinator, Dr. Angela Danley or the University Supervisors with any concerns,

**In addition to supporting all teacher candidate requirements listed above, we ask that all Mentoring Teachers:**

- Build a trusting and supportive relationship with the TC and consistently provide helpful and encouraging feedback to candidates after informal and formal observations.
- Talk openly and honestly with the candidate when discussing and completing feedback forms
- Provide a designated area for the TC to keep lesson plans, materials, and personal belongings
- Co-plan and co-teach with your TC
- Allow theTC to teach whole group lesson and lead small groups
- Invite TCs to meetings and PD sessions and observe parent teacher conferences
- Involve TCs in plan time with grade level team members
- Share your passion for teaching along with sharing your challenges

The Mentoring Teacher or another school employee, including a substitute teacher, must be present at all times when the Teacher Candidate is in the presence of children inside or outside the classroom.



## Field Protocol for Candidates

1. You are representing the University of Central Missouri. Be courteous, considerate and professional as you work in the school. Remember this is providing you with future employment opportunities, so it is important for you to make a positive impression for yourself and for UCM.
2. **Follow your school's established check-in procedure** when arriving and departing from the school. Wear a name badge as dictated by your school's policy.
3. Dress professionally. No hats, blue jeans, tennis shoes or chewing gum or clothes that are either too low cut or too short. Easy on the make-up, perfume and aftershave. Review and follow the school district's dress code.
4. Do not distract students inappropriately when the teacher is working with them. Be as unobtrusive as possible, unless otherwise directed.
5. Never use drugs or alcohol when you will be working in a school. Special medical conditions that might jeopardize the security and health of yourself or your students should be shared with your supervisor and/or teacher.\*
6. Provide the teacher with your full address and phone number in case s/he needs to get in touch with you at home.
7. If you are unable to make your scheduled visit **ALWAYS call the school and leave a message for your teacher.** In addition, **call or e-mail your instructor to inform them of the date of absence and the reason**, as well as the date that you will be making up the day. You are responsible for this field time as if you were a paid employee - professionalism counts heavily here.
8. Confidentiality: It is vital that we observe the privacy and rights of students, their families and their teachers in the school district. We will not use real names in anything we might publish. Discussion about students and teachers take place **ONLY** in our university classroom - **NOWHERE ELSE**. Do not take any pictures of students unless directed to do so.
9. Plagiarism is profoundly unacceptable. When you develop lesson plans, units, papers or any other writing for which you expect a grade or publication, you must be sure to cite any work you have borrowed that is not your own. Plagiarism is academic misconduct and, if discovered, grounds for failure in this course.
10. It is not acceptable to use a cell phone in the school for personal reasons. If you have an emergency (and **ONLY** in cases of emergency), notify the teacher & your instructor to let them know the reason and keep it on silent/vibrate. In such a case, you must also leave the classroom to respond to the emergency phone call. Texting is not permissible and is considered inappropriate behavior. If you would like to take a photo(s) of various displays, charts, etc. while at school, be certain that you ask and receive permission to do so.

## Co-Teaching Strategy Definitions & Examples

Strategy	Definition/Example
<b>One Teach, One Observe</b>	<p>One teacher has primary responsibility while the other gathers specific observational information on students or the lead teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors.</p> <p><u>Example:</u> One teacher can observe students for their understanding of directions while the other leads.</p>
<b>One Teach, One Assist</b>	<p>An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other circulates to check for understanding, assists students with their work, or monitors behaviors.</p> <p><u>Example:</u> While one teacher has the instructional lead, the person assisting can be the “voice” for the students when they don’t understand or are having difficulties.</p>
<b>Alternative Teaching</b>	<p>This strategy allows one teacher to work with students at their expected grade level while the other teacher works with those students who need the information and/or materials retaught, extended, or remediated.</p> <p><u>Example:</u> One teacher may work with students who need re-teaching of a concept while the other teacher works with the rest of the students on enrichment.</p>
<b>Station Teaching</b>	<p>The co-teaching pair divides the instructional content into parts. Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations.</p> <p><u>Example:</u> One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.</p>
<b>Parallel Teaching</b>	<p>Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduced student to teacher ratio.</p> <p><u>Example:</u> Both teachers are leading a ‘question and answer’ discussion on specific current events and the impact they have on our economy.</p>
<b>Team Teaching</b>	<p>Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students’ perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.</p> <p><u>Example:</u> Both instructors can share the reading of a story or text so that the students are hearing two voices.</p>

***The strategies are not hierarchical – they can be used in any order and/or combined to best meet the needs of the students in the classroom.***

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*Research Funded by a US Department of Education Teacher Quality Enhancement Grant*